

## Grade Four

In grade four, students make continuous progress across all fundamental motor patterns. Proficient movement patterns are possible as students combine locomotor and manipulative skills in increasingly complex situations. Students create sequences in educational dances and gymnastics. They apply movement concepts and principles and knowledge of anatomical structures in individual movement performances, and tactical strategies in modified activities. Fitness assessment is appropriate at this grade level, and students interpret the results of their assessments and set personal goals based on the results. Students exhibit appropriate etiquette, integrity, and conflict-resolution skills; and they apply proper rules and procedures.

### Motor Skill Development

- 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement environments/activities.
  - a) Demonstrate mature form for specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities, to include overhand throw and catch with a partner while moving, overhand throw to a target for distance, dribbling and passing soccer ball with varying speed while moving, dribbling with non-dominant/non-preferred hand walking and dominant/preferred hand at various speeds, catching thrown objects, striking a ball with short-handled and long-handled implement, and underhand volley/strike.
  - b) Create and perform a partner dance sequence with an apparent beginning, middle, and end that integrates shapes, levels, pathways, and locomotor patterns.
  - c) Create and perform a continuous educational gymnastic sequence that combines four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.
  - d) Demonstrate the use of pacing, speed, and endurance in a variety of activities.
  - e) Demonstrate the ability to self-pace in a cardiovascular endurance activity.
  - f) Provide appropriate feedback to a peer to improve performance.
  - g) Create and perform a jump-rope routine (self-turn or long rope).

### Anatomical Basis of Movement

- 4.2 The student will identify major structures and begin to apply knowledge of anatomy to explain movement patterns.
  - a) Identify and describe the major components of the cardiorespiratory system, to include heart, lungs, and blood vessels.
  - b) Identify major muscle groups, to include deltoid and gluteal.
  - c) Identify major components of the skeletal system, to include sternum, vertebrae, patella, and phalange.
  - d) Locate radial and/or carotid pulse.
  - e) Identify the bones and muscles needed to perform one fitness activity and one skilled movement.
  - f) Identify the concept of closing space during movement sequences.

### Fitness Planning

- 4.3 The student will apply knowledge of health-related fitness, gather and analyze data, and set measurable goals to improve fitness levels.
  - a) Describe the components of health-related fitness and list associated measurements (cardiorespiratory endurance/aerobic capacity, muscular strength and endurance, flexibility, body composition).
  - b) Analyze baseline data from a standardized health-related criterion-referenced test (Virginia wellness-related criterion-referenced fitness standards, CDC guidelines).

- c) Create a SMART (specific, measurable, attainable, realistic, timely) goal for at least one health-related component of fitness to improve or maintain fitness level.
- d) Identify activities that can be done at school and activities that can be done at home to meet fitness goals.
- e) Analyze post-fitness testing results, and reflect on goal progress/attainment.

### **Social Development**

- 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.
  - a) Identify a group goal and the strategies needed for successful completion while working productively and respectfully with others.
  - b) Identify and demonstrate conflict-resolution strategies for positive solutions in resolving disagreements.
  - c) Define *etiquette* and demonstrate appropriate etiquette and application of rules and procedures.
  - d) Define *integrity* and describe the importance of integrity in a physical activity setting.

### **Energy Balance**

- 4.5 The student will explain the nutrition and activity components of energy balance.
  - a) Identify the number of calories per gram of fat (9), protein (4), and carbohydrates (4).
  - b) Explain the uses of salt and sugar and the harm of excessive salt and sugar intake.
  - c) Describe how the body uses each macronutrient (fat, protein, carbohydrates).
  - d) Calculate the calories per gram of macronutrients for a variety of foods.
  - e) Explain the importance of hydration.
  - f) Compare different hydration choices.
  - g) Explain the role of moderate to vigorous physical activity (MVPA) for energy balance.