



Dublin City Schools
Physical Education: Grade 4
Graded Course of Study
2026

Dublin City Schools
K-12 Physical Education Graded Course of Study

Physical Education K-12 Vision

In Dublin City Schools, we believe that all students can develop into physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

We believe in developing students by:

- Teaching physical activity habits and motor skills.
- Fostering critical thinking and tactical knowledge related to various movement patterns.
- Providing differentiated and inclusive opportunities for all students.
- Promoting physical activity to enhance personal and social skills through movement.
- Providing safe environments that teach students to exhibit responsible personal and social behavior that respects self and others.
- Promoting collaboration and teamwork among students.
- Teaching the benefits of various types of physical activities.

Physical Education provides learning opportunities for students to develop competency in motor skills, apply concepts and strategies related to performance, achieve health-enhancing fitness, and exhibit responsible personal and social behavior while participating in individual and team activities.

Instructional Agreements

- We will design engaging and inclusive environments.
- We will leverage tools and technologies that support student wellness.
- We will motivate through goal setting, choice, challenges, and competition.
- We will help students recognize the value of physical activity for health, enjoyment, and social interaction.
- We will use assessments to measure student growth.

Dublin City Schools
K-12 Physical Education Graded Course of Study

GRADE 4

Standard 1: Develops a variety of motor skills.

Rationale: Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

PERFORMANCE INDICATORS

Benchmark A: Performs by combining locomotor and non-locomotor skills into movement patterns.
1.4.1. Performs a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope, cardio drumming).
1.4.2. Demonstrates a jump (e.g., tuck, pike, straddle, turns) using proper form and control when landing from an apparatus (e.g., mat, balance beam, vault box, springboard).
1.4.3. Combines balance and weight transfer skills in a movement sequence.
1.4.4. Combines locomotor movement patterns and dance steps to create and perform a dance.
1.4.5. Demonstrates transferring weight from feet to hands and hands to feet.
Benchmark B: Applies the critical elements of fundamental manipulative skills in a variety of physical activities.
1.4.6. Performs a variety of individual (footwork and arm action skills) and long jump rope skills (cold start, front door, turning, and exiting) using the critical elements (i.e., elbows in, feet together, turn with wrists, body straight, bend knees, and leave ground).
1.4.7. Demonstrates underhand throwing (i.e., face the target, arm back, step in opposition and bend, arm forward to release to target, follow through facing the target) and overhand throwing (i.e., side to the target, arm with elbow high in an "L", elbow-first forward arm motion, step in

Dublin City Schools
K-12 Physical Education Graded Course of Study

opposition with trunk twist, release to target, and follow through low across body) to a target using force for control and accuracy.

1.4.8. Demonstrates striking an object with both long- and short-handled implements at various levels with a partner.

1.4.9. Catches an object two-handed during a game or game-like situation using critical elements.

1.4.10. Demonstrates striking an object with hands at various levels with a partner.

1.4.11. Kicks a ball to a partner using the instep (i.e., passing) while moving.

1.4.12. Dribbles a ball with both hands in general space.

1.4.13. Dribbles a ball with both feet in general space.

1.4.14. Demonstrates safety skills in community activities, including water safety and cycling/wheeled skills.

Standard 2: Applies knowledge related to movement and fitness concepts.

Rationale: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

PERFORMANCE INDICATORS

Benchmark A: Demonstrates and applies basic principles, tactics, and strategies in movement.

2.4.1. Identifies open space in a dynamic environment with proximity to the ball or teammate in small-sided games.

2.4.2. Identifies areas of space to defend in a dynamic environment with proximity to the ball or teammate in small-sided games.

Dublin City Schools
K-12 Physical Education Graded Course of Study

2.4.3. Identifies ways to solve a problem when presented with a task (e.g., team-building situation).

2.4.4. Explains how to improve performance of a movement or skill.

Benchmark B: Demonstrates knowledge by describing the critical elements for complex motor skills, fitness, sports/games performance activities, and movement forms.

2.4.5. Identifies correct and incorrect aspects of skill performance using critical elements.

2.4.6. Identifies specific activities to develop each health-related or skill-related fitness component.

2.4.7. Analyzes different exercises and activities to improve one's fitness.

2.4.8. Defines intensity and time during exercise in relationship to the FITT principle.

2.4.9. Identifies warm-up and cool-down activities.

2.4.10. Interprets heart rate during physical activity and exercise to sustain a moderate to vigorous activity for longer periods of time.

2.4.11. Describes how physical activity increases heart rate and breathing, and how it stretches and strengthens muscles.

2.4.12. Identifies three health benefits of physical activity.

2.4.13. Identifies technology tools that support physical activity goals.

2.4.14. Identifies a variety of nutritious food and hydration choices from each food group that will help balance the body for physical activity.

2.4.15. Identifies water and cycling/wheeled safety skills and unique risks of each environment.

Dublin City Schools

K-12 Physical Education Graded Course of Study

Standard 3: Develops social skills through movement.

Rationale: Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

PERFORMANCE INDICATORS

Benchmark A: Applies appropriate rules, procedures, etiquette, and safe practices in physical activity settings.
3.4.1. Negotiates roles and responsibilities in a physical activity.
3.4.2. Demonstrates safe and respectful behaviors that contribute to positive social interaction in group activities throughout or at the conclusion of the activity (e.g., winning/losing behavior).
3.4.3. Demonstrates safe behaviors independently and in small group settings with limited reminders.
3.4.4. Makes fair choices according to activity etiquette.
Benchmark B: Applies problem solving strategies and fosters global awareness.
3.4.5. Explains problem solving strategies independently, with partners, and in small groups.
3.4.6. Describes physical activities that foster global awareness and build community.

Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Rationale: Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social

Dublin City Schools
K-12 Physical Education Graded Course of Study

interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

PERFORMANCE INDICATORS

Benchmark A: Identifies multiple specific health benefits as reasons to participate and value physical activity.
4.4.1. Explains how preferred physical activities meet the need for personal self-expression.
4.4.2. Evaluates and justifies the social benefits of different physical activities by comparing partner vs. team settings.
4.4.3. Analyzes how different movement forms (e.g., aerobic vs. stretching) impact one's heart, brain, and mood.
4.4.4. Justifies a personalized fitness plan based on one's interests and physical literacy goals.
4.4.5. Collaborates to design and solve a physical group challenge (e.g., blindfold maze or trust path).

Benchmark B: Analyzes and reflects on one's own goals, managing emotions, and skill performance.
4.4.6. Designs and tracks a goal over an extended time, reflecting weekly on challenges and adjustments.
4.4.7. Critiques one's own performance using self and peer feedback to plan personal improvement.
4.4.8. Researches and presents physical activity options available in one's home or community.
4.4.9. Analyzes and practices strategies for managing one's emotions and behaviors (e.g., breathing, guided imagery) in high-intensity activities.
4.4.10. Reflects on how movement experiences are meaningful for personal enjoyment and fitness.