

# Minnesota K-12 Academic Standards Physical Education 2018

## Grade 4 Standards and Benchmarks

Students in grade 4 apply skill-related components of fitness in skill practices, activities and assessments. They will understand how the body's function. They identify the components of the F.I.T.T. principle (frequency, intensity, time and type) and make connections between the health-related fitness components and pre-and post-fitness testing. Students recognize the impact their behaviors have on each other and themselves, and continue advancing their ability to apply rules, etiquette and safety to participation in physical activity. They broaden their understanding of the relationship between physical activity and holistic health, and extend their ability to make personal connections to various physical activities.

### Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

#### Focus Area 1: Locomotor

- 4.1.1.1 Use various locomotor skills in educational games, educational dance, and educational gymnastics.
- 4.1.1.2 Jump and land in the horizontal plane using spring-and-step take-off and landing as used in educational games, educational dance, and educational gymnastics.
- 4.1.1.3 Jump and land in the vertical plane using spring step take-off and landing as used in educational games, educational dance, and educational gymnastics.
- 4.1.1.4 Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly without hesitation and with correct response to various rhythms.

#### Focus Area 2: Non-Locomotor

- 4.1.2.1 Maintain balance on different bases of support combining levels and shapes on an apparatus. For example: balance beam, dome cones, stepping stones, mats, balance ball, aerobic step benches.
- 4.1.2.2 Transfer weight from feet to hands varying speed and using large extensions. For example: mule kick, handstand, cartwheel.
- 4.1.2.3 Perform rolling as part of an educational gymnastic sequence, with fluidity and balanced transition into and out of rolls.
- 4.1.2.4 Perform non-locomotor skills as the body moves into and out of balances on apparatus.
- 4.1.2.5 Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and an educational gymnastic sequence with a partner.

#### Focus Area 3: Manipulative

- 4.1.3.1 Roll and throw underhand with accuracy in practice tasks.
- 4.1.3.2 Throw overhand within a task that requires force for distance, demonstrating four of the five critical elements of a maturing pattern, in closed environments.
- 4.1.3.3 Throw overhand with accuracy to a moving target.
- 4.1.3.4 Catch a thrown ball, above the head, at chest or waist level and below the waist, in practice tasks.
- 4.1.3.5 Dribble with both the preferred and non-preferred hand while traveling through general space, increasing and decreasing speed in practice tasks.
- 4.1.3.6 Dribble with the feet while traveling through general space, increasing and decreasing speed in practice tasks.
- 4.1.3.7 Pass and receive a ball with the feet in practice tasks.
- 4.1.3.8 Dribble with hands or feet in combination with other skills, while controlling the ball and the body in practice tasks. For example: passing, receiving, shooting.
- 4.1.3.9 Kick a moving ball along the ground and in the air demonstrating in practice tasks.
- 4.1.3.10 Punt contacting the ball with shoelaces or top of the foot.
- 4.1.3.11 Volley underhand in practice tasks.
- 4.1.3.12 Volley using a two-hand overhead pattern in practice tasks.
- 4.1.3.13 Strike using a short-handled implement in practice tasks.
- 4.1.3.14 Strike using a long-handled implement in practice tasks.
- 4.1.3.15 Combine traveling with the manipulative skills of dribbling, throwing, catching and striking in practice tasks.
- 4.1.3.16 Combine jump rope skills to perform a routine using either a short or long rope.
- 4.1.3.17 Enter, jump continuously, and exit a long rope with teacher- assisted turning.

### Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

#### Focus Area 1: Movement concepts, principles and knowledge.

- 4.2.1.1 Apply the space awareness concepts of directions, pathways, levels and extensions in practice tasks and educational dance or educational gymnastics.
- 4.2.1.2 Apply the relationship awareness concepts in practice tasks and educational dance or educational gymnastics.

- 4.2.1.3 Travel using varying degrees of flow. For example: bound, free.
- 4.2.1.4 Apply offensive and defensive tactics in chasing and fleeing practice tasks.
- 4.2.1.5 Apply offensive and defensive tactics in net and wall game practice tasks.
- 4.2.1.6 Apply distance and direction tactics in target game practice tasks.

**Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness**

Focus Area 1: Physical Activity Knowledge

- 4.3.1.1 Chart and analyze personal participation in physical activity outside of physical education class, and compare it to the physical activity recommendations.

Focus Area 2: Engages in Physical Activity

- 4.3.2.1 Actively participates in practice tasks without teacher prompting.

Focus Area 3: Fitness Knowledge

- 4.3.3.1 Identify the components of the F.I.T.T. principle for cardiorespiratory fitness.
- 4.3.3.2 Identify the components of the F.I.T.T. principle for muscular endurance, muscular strength, and flexibility.

Focus Area 4: Assessment and program planning

- 4.3.4.1 Describe pre- and post-fitness assessment results, making connections to the health-related fitness components and the recommendations for good health.

Focus Area 5: Nutrition

- 4.3.5.1 Explain the importance of hydration and hydration choices relative to physical activity participation.

**Standard 4: Exhibit responsible personal and social behavior that respects self and others.**

Focus Area 1: Personal responsibility

- 4.4.1.1 Reflect on personal behaviors in physical activity and identify impact on self and others.

Focus Area 2: Feedback

- 4.4.2.1 Give and receive feedback respectfully to and from peers.

Focus Area 3: Working with others

- 4.4.3.1 Reflect on personal behaviors within group physical activities and identify the impact on others.

Focus Area 4: Rules and etiquette

- 4.4.4.1 Follow rules and etiquette in practice tasks, educational dance, and educational gymnastics.

Focus Area 5: Safety

- 4.4.5.1 Move safely in practice tasks, educational dance, and educational gymnastics.

**Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.**

Focus Area 1: Health

- 4.5.1.1 Recognize the relationship between participation in physical activity and its impact on mental-emotional health, physical health, social health, and cognitive health.

Focus Area 2: Challenge

- 4.5.2.1 Rate various physical activities according to personal levels of challenge.

Focus Area 3: Self-expression and enjoyment

- 4.5.3.1 Describe and provide examples of how participation in personally enjoyable physical activities allows for self-expression and social interaction.

*How to read the MN PE Standards Coding:* The benchmarks for each standard are designated by four-digit codes. For example, in the code **0.1.3.16**:

- The 0 refers to grade *Kindergarten*;
- The 1 refers to the first standard, *Demonstrates competency in a variety of motor skills and movement patterns*;
- The 3 refers to the third focus area, *Manipulative*;
- The 16 refers to the sixteenth benchmark for focus area three, *Jump a single jump with a self-turned rope*.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 <b>Demonstrates competency in a variety of motor skills and movement patterns.</b>	3 Manipulative	0.1.3.16 Jump a single jump with a self-turned rope.	1.1.3.16 Consecutively jump forward or backward using a self-turned rope.	2.1.3.16 Consecutively jump forward and backward, demonstrating a maturing pattern, jump using a self-turned rope.	3.1.3.16 Perform a variety of jump rope skills with a short rope.	4.1.3.16 Combine jump rope skills to perform a routine using either a short or long rope.	5.1.3.16 Combine jump rope skills to perform a routine using either a long or short rope, with a partner.