Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

By the end of Grade 4 students will:

4.1.1 Apply developmentally appropriate locomotor and non-locomotor skills in a variety of modified games and activities.
4.1.2 Apply mature skills during selected manipulative activities.
4.1.3 Exhibit muscular strength and flexibility through an increasing variety of activities.
4.1.4 Integrate components of fundamental movement skills.
4.1.5 Create and perform a combination of rhythm and dance patterns to music.
4.1.6 Perform swimming skills as listed according to the SAS adopted Red Cross the “barracuda” criteria.

Examples of ways in which Grade 4 students might demonstrate the above include:

- Dribbling then passing a basketball to a moving receiver.
- Controlled dribbling with both feet and kicking to a target.
- Striking an object (with paddle, racquet or hand) towards a target.
- Following a basic dance sequence with correct pattern and movements with smooth transitions.
- Balancing with control on a variety of objects. E.g. balance beam, stilts etc.
- Coordinating lateral breathing, correct arm stroke with flutter kick in 25 meters of freestyle.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

By the end of Grade 4 students will:

4.2.1 Apply critical elements to improve personal performance in fundamental and selected specialized motor skills.
4.2.2 Use critical elements of fundamental and specialized movement skills to provide feedback to others.
4.2.3 Recognize and apply concepts that contribute positively to the performance of increasingly complex movements.

Examples of ways in which Grade 4 students might demonstrate the above include:

- Explaining the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward.
- Identifying and demonstrating key elements of a proper grip when holding a racquet to perform a strike.
- Explaining how appropriate practice improves performance.
▪ Identifying physical benefits that result from long-term participation in physical activity.
▪ Understanding how certain exercises and activities can help to improve motor performance.
▪ Stating physiological and mechanical principles that contribute positively to motor performance.

**Standard 3: Participates regularly in physical activity.**

**By the end of Grade 4 students will:**

4.3.1 Select and participate regularly in physical activities for the purpose of improving skill and health.
4.3.2 Identify the benefits derived from regular physical activity.
4.3.3 Identify several moderate to vigorous physical activities that provide personal enjoyment.

**Examples of ways in which Grade 4 students might demonstrate the above include:**

▪ Participating regularly in physical activity for the purpose of developing a healthy lifestyle.
▪ Describing healthy benefits that result from regular and appropriate participation in physical activity.
▪ Identifying at least one activity to participate in on a regular basis (formal or informal).
▪ Beginning to show awareness of opportunities for more formal participation in physical activities in the community.
▪ Choosing a physical activity over a sedentary activity in leisure time (- understanding the “1 for 1” concept).

**Standard 4: Achieves and maintains a health-enhancing level of physical fitness.**

**By the end of Grade 4 students will:**

4.4.1 Identify and engage in several activities related to components of physical fitness such as muscular strength, endurance, and flexibility.
4.4.2 Associate the role of physical fitness in improving personal health status.
4.4.3 Engage in sustained physical activity over increasingly longer periods of time.
4.4.4 Complete individual fitness assessments and set attainable personal goals.

**Examples of ways in which Grade 4 students might demonstrate the above include:**

▪ Engaging in appropriate activity for developing muscular strength.
▪ Maintaining continuous aerobic activity for a specified time and or/activity.
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- Supporting, lifting, and controlling body weight in a variety of activities.
- Regularly participating in physical activity for the purpose of improving physical fitness.
- Understanding individual strengths and weaknesses through fitness assessments, and using this to set goals for improvement.
- Inviting parents to observe student’s progress and participate in physical activities.

### Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**By the end of Grade 4 students will:**

- **4.5.1** Recognize and display the SAS Core Values.
- **4.5.2** Follow, with few reminders, activity-specific rules, procedures and etiquette.
- **4.5.3** Utilize safety principles in activity situations.
- **4.5.4** Work independently and on-task for longer periods of time.
- **4.5.5** Value and appreciate the positive interaction with peers during cooperative activities.
- **4.5.6** Explore cultural/ethnic self-awareness through participation in physical activity.
- **4.5.7** Recognize the attributes that individuals with differences can bring to group activities.
- **4.5.8** Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins.

**Examples of ways in which Grade 4 students might demonstrate the above include:**

- Accepting the teacher’s decision regarding a personal rule infraction without displaying negative reactions toward others.
- Assessing own performance issues without blaming others.
- Winning and losing graciously.
- Indicating respect for persons from different backgrounds and the cultural significance they attribute to various games, dances and physical activities.
- Demonstrating acceptance of skills/abilities of others through verbal and nonverbal behavior.
- Regularly encouraging others and refraining from put-down statements.
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

By the end of Grade 4 students will:

4.6.1 Experience enjoyment while participating in physical activity.
4.6.2 Value practicing activities to increase skill competence.
4.6.3 Challenge self to learn a new skill or activity.
4.6.4 Interact with peers while participating in group activities.
4.6.5 Use physical activity as a means of self-expression.
4.6.6 Identify benefits resulting from participation in different forms of physical activities.

Examples of ways in which Grade 4 students might demonstrate the above include:

- Expressing positive feelings as a result of involvement in physical activity.
- Interacting with others by helping and problem-solving during their physical activities.
- Inviting all students regardless of ability to participate in physical activities.
- Celebrating personal successes and achievement as well as those of others.