

## Fourth Grade, Physical Education, Quarter 1

### Big Ideas/Key Concepts:

Component 1: Motor Skills (MS) -- Subcomponent: Locomotor

Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Movement Concepts

Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety

Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge

Standards	Student Friendly “I Can” Statements
<p><b>MS.1 Hop (one foot), gallop, slide, skip</b> MS.1.4 Uses various locomotor skills in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences.</p> <p><b>MS.2 Jog, run</b> MS.2.4 Uses appropriate speed in chase, flee, and dodge activities.</p> <p><b>MS.3 Jump &amp; Land for distance (horizontal)</b> MS.3.4 Combines jumping and landing with traveling (e.g., running and leaping).</p> <p><b>MS.4 Jump &amp; Land for height (vertical)</b> MS. 4.4 Combines traveling with jumping and landing.</p>	<p><b>MS.1</b> I can move in control when I hop, gallop, slide and skip when dancing, playing games or in gymnastics.</p> <p><b>MS.2</b> I can move slow and fast while playing tag.</p> <p><b>MS.3</b> I can run and leap over hurdles.</p> <p><b>MS.4</b> I can move and jump high in game settings.</p>

Standards	Student Friendly "I Can" Statements
<p><b>MKA.1 Space awareness (location)</b>  MKA.1.4a Compares and contrasts open and closed spaces.  MKA.1.4b Applies the concept of open space to combination skills (e.g., traveling and dribbling).</p> <p><b>MKA.2 Space awareness (pathways, levels, directions)</b>  MKA.2.4a Compares and contrasts use of pathways, levels, and directions.  MKA.2.4b Uses pathways, levels, and directions in a variety of small- sided games/practice tasks, dance, and/or educational gymnastics experiences.</p> <p><b>PSR.1 Personal Responsibility</b>  PSR.1.4a Exhibits responsible behavior in group settings.  PSR.1.4b Reflects on personal behavior in group settings.</p> <p><b>PSR.2 Feedback</b>  PSR.2.4 Listens respectfully to corrective feedback from teachers and peers.</p> <p><b>PSR.3 Working with others</b>  PSR.3.4 Interacts positively with others regardless of personal differences.</p> <p><b>PSR.4 Procedures &amp; Rules</b>  PSR.4.4 Adheres to specific rules to promote fair play in small-sided games.</p>	<p><b>MKA.1</b>  I can move safely through shared space practicing skills or playing games.</p> <p><b>MKA.2</b>  I can move in different directions, pathways and levels playing games, dancing or in gymnastics.</p> <p><b>PSR.1</b>  I can stay focused and practice.</p> <p><b>PSR.2</b>  I can use feedback to improve.</p> <p><b>PSR.3</b>  I can make good choices.  I can work things out showing good sportsmanship.</p> <p><b>PSR.4</b>  I can follow directions and rules.</p>

Standards	Student Friendly "I Can" Statements
<p><b>PSR.5 Safety</b> PSR.5.4 Applies safety principles in all physical activities.</p> <p><b>VPA.1 Appreciation</b> VPA.1.4 Ranks different physical activities based on personal preference.</p> <p><b>VPA.2 Challenge</b> VPA.2.4 Discusses the challenge that comes from learning a new physical activity.</p>	<p><b>PSR.5</b> I can move safely by myself and with others in space.</p> <p><b>VPA.1</b> I can rank activities based on my likes and dislikes.</p> <p><b>VPA.2</b> I discuss how learning a new physical activity can be challenging.</p>

## Fourth Grade, Physical Education, Quarter 2

### Big Ideas/Key Concepts:

Component 1: Motor Skills (MS) -- Subcomponent: Non-locomotor or Educational Gymnastics, Manipulative Skills

Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Movement Concepts

Component 3: Fitness and Physical Activity (FPA) – Subcomponent: Fitness Knowledge

Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety

Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge

Standards	Student Friendly “I Can” Statements
<p><b>MS.6 Balance</b> MS.6.4 Balances with a partner demonstrating counterbalance, muscular tension, and extension of free body parts.</p> <p><b>MS.7 Weight Transfer &amp; Rolling (optional)</b> MS.7.4a Uses transfers of weight or rolling as a transitional movement in a sequence. MS.7.4b Performs a forward roll or shoulder roll using momentum to come to a standing position.</p> <p><b>MS.8 Combinations (optional)</b> MS.8.4 Combines traveling, balance and weight transfers/rolls to create and perform an educational gymnastics sequence.</p>	<p><b>MS.6</b> I can balance with a partner.</p> <p><b>MS.7</b> I can use a roll to connect two balances in a gymnastics sequence. I can roll forward into a standing position.</p> <p><b>MS.8</b> I can create a short gymnastics routine.</p>

Standards	Student Friendly "I Can" Statements
<p><b>MS.9 Underhand throw</b> MS.9.4 Throws underhand to a partner or target with accuracy.</p> <p><b>MS.10 Overhand throw</b> MS.10.4 Throws overhand to a partner or target with accuracy.</p> <p><b>MS.11 Catching</b> MS.11.4 Catches an object at various levels and locations around the body (<i>from partner</i>).</p> <p><b>MKA.3 Effort: speed and force</b> MKA.3.4a Compares and contrasts use of speeds and forces within movement. MKA.3.4b Uses speeds and forces in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences.</p> <p><b>MKA.4 Relationships (body shapes, with objects, with people)</b> MKA.4.4a Compares and contrasts relationships in movement. MKA.4.4.b Uses relationships in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences.</p> <p><b>FPA.1 Health-related fitness</b> FPA.1.4 Identifies the components of health-related fitness.</p> <p><b>PSR.1 Personal Responsibility</b> PSR.1.4a Exhibits responsible behavior in group settings. PSR.1.4b Reflects on personal behavior in group settings.</p>	<p><b>MS.9</b> I can throw underhand to a partner.</p> <p><b>MS.10</b> I can throw overhand to a partner.</p> <p><b>MS.11</b> I can catch a pass from a partner.</p> <p><b>MKA.3</b> I know when to move fast or slow in a game. I know when to throw/kick hard or soft in practice or games.</p> <p><b>MKA.4</b> I can compare and contrasts relationships in movement. I can movement relationships in a variety of games, dances and gymnastics.</p> <p><b>FPA.1</b> I can name the five health-related fitness components.</p> <p><b>PSR.1</b> I can stay focused and practice.</p>

Standards	Student Friendly "I Can" Statements
<p><b>PSR.2 Feedback</b> PSR.2.4 Listens respectfully to corrective feedback from teachers and peers.</p> <p><b>PSR.3 Working with others</b> PSR.3.4 Interacts positively with others regardless of personal differences.</p> <p><b>PSR.4 Procedures &amp; Rules</b> PSR.4.4 Adheres to specific rules to promote fair play in small-sided games.</p> <p><b>PSR.5 Safety</b> PSR.5.4 Applies safety principles in all physical activities.</p> <p><b>VPA.1 Appreciation</b> VPA.1.4 Ranks different physical activities based on personal preference.</p> <p><b>VPA.2 Challenge</b> VPA.2.4 Discusses the challenge that comes from learning a new physical activity.</p>	<p><b>PSR.2</b> I can use feedback to improve.</p> <p><b>PSR.3</b> I can make good choices. I can work things out showing good sportsmanship.</p> <p><b>PSR.4</b> I can follow directions and rules.</p> <p><b>PSR.5</b> I can move safely by myself and with others in space.</p> <p><b>VPA.1</b> I can rank activities based on my likes and dislikes.</p> <p><b>VPA.2</b> I discuss how learning a new physical activity can be challenging.</p>

### Fourth Grade, Physical Education, Quarter 3

**Big Ideas/Key Concepts:**

Component 1: Motor Skills (MS) -- Subcomponent: Dance/Rhythmic Activities, Manipulative Skills

Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Movement Concepts

Component 3: Fitness and Physical Activity (FPA) – Subcomponent: Physical Activity & Knowledge

Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety

Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge

Standards	Student Friendly “I Can” Statements
<p><b>MS.5 Dance</b> MS.5.4 Performs a cultural dance on beat with correct pattern.</p> <p><b>MS.13 Dribbling with Hands</b> MS.13.4a Dribbles with preferred hand using mature pattern while jogging. MS.13.4b Dribbles while increasing and decreasing speeds.</p> <p><b>MS.14 Dribbling with Feet</b> MS.14.4a Dribbles with feet using mature pattern while jogging. MS.14.4b Dribbles with feet while increasing and decreasing speeds.</p> <p><b>MS.15 Kicking (force or distance)</b> MS.15.4a Kicks a ball with a running approach for accuracy. MS.15.4b Kicks a moving ball with a running approach.</p>	<p><b>MS.5</b> I can perform a cultural dance.</p> <p><b>MS.13</b> I can jog and dribble a ball using a hand. I can dribble a ball using a hand fast and slow.</p> <p><b>MS.14</b> I can dribble a ball using my feet while jogging. I can dribble a ball using my feet moving fast and slow.</p> <p><b>MS.15</b> I can run and kick a ball to a target. I can kick a moving ball while running.</p>

Standards	Student Friendly "I Can" Statements
<p><b>MS.16 Passing &amp; Receiving with feet</b> MS.16.4 Passes and receives the ball with the insides/outside of the feet to a moving partner.</p> <p><b>MS.20 Jumping Rope</b> MS.20.4 Performs a simple jump rope routine with short or long rope.</p> <p><b>MKA.5 Movement Principles (base of support, muscle tension, ready position)</b> MKA.5.4a Explains how movement principles are used in a variety of dance and/or educational gymnastic experiences. MKA.5.4b Applies movement principles in a variety of dance and/or educational gymnastics experiences.</p> <p><b>FPA.2 Physical Activity</b> FPA.2.4 Analyzes opportunities in the community for physical activity.</p> <p><b>PSR.1 Personal Responsibility</b> PSR.1.4a Exhibits responsible behavior in group settings. PSR.1.4b Reflects on personal behavior in group settings.</p> <p><b>PSR.2 Feedback</b> PSR.2.4 Listens respectfully to corrective feedback from teachers and peers.</p> <p><b>PSR.3 Working with others</b> PSR.3.4 Interacts positively with others regardless of personal differences.</p>	<p><b>MS.16</b> I can kick and stop a ball from a partner using the inside and outside of my feet.</p> <p><b>MS.20</b> I can perform a jump rope routine.</p> <p><b>MKA.5</b> I can explain how to use base of support, muscle tension and ready position in a variety of dance and gymnastics. I can apply base of support, muscle tension and ready position when dancing or performing gymnastics.</p> <p><b>FPA.2</b> I can analyze physical activity opportunities in my area.</p> <p><b>PSR.1</b> I can stay focused and practice.</p> <p><b>PSR.2</b> I can use feedback to improve.</p> <p><b>PSR.3</b> I can make good choices. I can work things out showing good sportsmanship.</p>



Standards	Student Friendly "I Can" Statements
<p><b>PSR.4 Procedures &amp; Rules</b> PSR.4.4 Adheres to specific rules to promote fair play in small-sided games.</p> <p><b>PSR.5 Safety</b> PSR.5.4 Applies safety principles in all physical activities.</p> <p><b>VPA.1 Appreciation</b> VPA.1.4 Ranks different physical activities based on personal preference.</p> <p><b>VPA.2 Challenge</b> VPA.2.4 Discusses the challenge that comes from learning a new physical activity.</p>	<p><b>PSR.4</b> I can follow directions and rules.</p> <p><b>PSR.5</b> I can move safely by myself and with others in space.</p> <p><b>VPA.1</b> I can rank activities based on my likes and dislikes.</p> <p><b>VPA.2</b> I discuss how learning a new physical activity can be challenging.</p>

## Fourth Grade, Physical Education, Quarter 4

### Big Ideas/Key Concepts:

Component 1: Motor Skills (MS) -- Subcomponent: Manipulative Skills

Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Analysis & Strategies

Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety

Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge

Standards	Student Friendly “I Can” Statements
<p><b>MS.12 Passing &amp; Receiving with Implements or Hands</b>            MS.12.4 Passing and receiving with a partner while stationary with accuracy.</p> <p><b>MS.17 Striking with Hand(s)</b>            MS.17.4a Strikes an object in partner or small-sided practice tasks.            MS.17.4b Overhead volleys a ball with two hands, body positioned under the ball, and contact made with finger pads sending it upward.</p> <p><b>MS.18 Striking, short implement</b>            MS.18.4 Strikes an object with a short-handled implement sending it forward using a forehand pattern with side to target and implement back in preparation.</p>	<p><b>MS.12</b>            I can pass and catch with a partner.</p> <p><b>MS.17</b>            I can strike a ball with a partner or to a target.            I can “set” a volleyball.</p> <p><b>MS.18</b>            I can perform a forehand strike.</p>

Standards	Student Friendly "I Can" Statements
<p><b>MS.19 Striking, long implement</b> MS.19.4 Strikes an object with a long- handled implement (e.g., bat, hockey stick, golf club) with proper grip, body orientation, and swing plane.</p> <p><b>MKA.6 Performance Cues</b> MKA.6.4 Explains how to correctly perform a skill.</p> <p><b>MKA.7 Simple Strategies</b> MKA.7.4 Designs and implements simple strategies in game-like activities.</p> <p><b>PSR.1 Personal Responsibility</b> PSR.1.4a Exhibits responsible behavior in group settings. PSR.1.4b Reflects on personal behavior in group settings.</p> <p><b>PSR.2 Feedback</b> PSR.2.4 Listens respectfully to corrective feedback from teachers and peers.</p> <p><b>PSR.3 Working with others</b> PSR.3.4 Interacts positively with others regardless of personal differences.</p> <p><b>PSR.4 Procedures &amp; Rules</b> PSR.4.4 Adheres to specific rules to promote fair play in small-sided games.</p> <p><b>PSR.5 Safety</b> PSR.5.4 Applies safety principles in all physical activities.</p>	<p><b>MS.19</b> I can strike an object using a stick, bat or club using proper technique.</p> <p><b>MKA.6</b> I can explain how to correctly perform a skill.</p> <p><b>MKA.7</b> I can design and implement simple strategies for games.</p> <p><b>PSR.1</b> I can stay focused and practice.</p> <p><b>PSR.2</b> I can use feedback to improve.</p> <p><b>PSR.3</b> I can make good choices. I can work things out showing good sportsmanship.</p> <p><b>PSR.4</b> I can follow directions and rules.</p> <p><b>PSR.5</b> I can move safely by myself and with others in space.</p>

Standards	Student Friendly "I Can" Statements
<p><b>VPA.1 Appreciation</b> VPA.1.4 Ranks different physical activities based on personal preference.</p> <p><b>VPA.2 Challenge</b> VPA.2.4 Discusses the challenge that comes from learning a new physical activity.</p>	<p><b>VPA.1</b> I can rank activities based on my likes and dislikes.</p> <p><b>VPA.2</b> I discuss how learning a new physical activity can be challenging.</p>