

## Georgia Performance Standards Framework for Physical Education

### **FOURTH GRADE**

**PE4.1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Description:** Students are able to combine skills in dynamic and complex situations, demonstrating sequences commonly associated with various sports and activities (e.g., moving to a ball, trapping, dribbling and then passing it; forward roll, scale [balance], travel and then do a cartwheel). All throwing and striking patterns are mastered during fourth grade, and students are able to catch or handle objects from any trajectory (low, medium, or high) in simple situations. Students are able to move in tempo to slow and fast rhythms.

#### **Elements:**

**a. Demonstrates an overhand throw.**

Examples:

- Uses proper technique while throwing a football.
- Uses proper technique when throwing overhand to a moving target during a game.

**b. Demonstrates an overhead striking skill.**

Examples:

- Uses proper techniques of a pickle ball smash.
- Spikes a beach ball over a low net.

**c. Demonstrates fleeing, dodging, and chasing skills with equipment.**

Examples:

- Avoids defenders while dribbling a soccer ball.
- Advances a puck down the court during a floor hockey game.

**d. Demonstrates a variety of rhythmic patterns.**

Examples:

- Performs jump rope, dance, and rhythm sticks routines.
- Performs the traditional tinikling dance.

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**PE4.2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Description:** Students begin to apply basic concepts of movement to improve their individual performance. They can provide critical elements of form or motor development principles to improve the performance of others.

**Elements:**

**a. Identifies the critical elements of an overhand throw.**

Examples:

- Describes the parts of a proper throw.
- Draws a series of pictures to identify the critical components of a proper throw.

**b. Identifies the critical elements of the overhand strike.**

Examples:

- Describes the parts of a self tossed overhand strike.
- Identifies the different critical elements used for an overhead strike when the set up is from a self tossed or partner tossed ball.

**c. Identifies the use of opposition for manipulative skills performed by classmates and provides feedback.**

Examples:

- Provides feedback to another student that the student did step on the opposite foot when releasing the ball on an overhand throw.
- Finds a picture in a newspaper or magazine that demonstrates the use of opposition while the person is performing an overhand striking skill.

**d. Explains the use of fleeing, dodging, and chasing in game play.**

Examples:

- Describes strategies to successfully get “open” while being guarded.
- Demonstrates how to watch a person’s midsection while guarding during game play.

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**PE4.3:** Participates regularly in physical activity.

**Description:** Students are actively involved in activities that provide opportunities to participate with others in an active environment.

**Elements:**

**a. Encourages others to participate in physical activity.**

Examples:

- Invites those who are not being active to join a game.
- Provides a picture of one's family participating in a physical activity.

**b. Demonstrates how physical activity plays a part in daily life.**

Examples:

- Maintains a 3 day activity log.
- Wears pedometer for entire school day and logs steps.

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**PE4.4:** Achieves and maintains a health-enhancing level of physical fitness.

**Description:** Students participate in moderate to vigorous activities in a variety of settings. They learn how to adjust their activity based on physiological indicators. Students begin to participate in criterion-referenced fitness assessments and are able to identify the health-related component that each test assesses (cardio-respiratory endurance, muscular endurance, muscular strength, and flexibility).

**Elements:**

- a. Participates in criterion-referenced fitness assessments with close teacher guidance and supervision (Ex. Fitnessgram) and realizes whether he/she is within the healthy fitness zone.**

Examples:

- Practices with a peer in the criterion- referenced test.
- Compares own results to determine age appropriate healthy/unhealthy fitness zone.

- b. Matches items from a criterion-referenced fitness test to the health-related fitness components.**

Examples:

- Cites curl-ups as a test item that measures abdominal strength.
- Cites sit and reach as a measurement of flexibility.

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**PE4.5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Description:** Students continue to develop cooperative skills and an awareness of individual differences. Students begin to develop strategies to resolve conflicts that may arise. Periods of independent, self-guided activities are increasing in duration and frequency of occurrence.

**Elements:**

**a. Learns to resolve conflicts using different strategies.**

Examples:

- Plays “rock-paper-scissors” to pick turns or negotiate conflicts..
- Accepts decisions made by the team captain.

**b. Works independently and cooperatively to develop an appreciation for individual differences.**

Examples:

- Uses peer feedback to help others improve their skills.
- Works cooperatively using verbal or nonverbal encouragement with all class members.

**c. Works independently and remains on task.**

Examples:

- Uses self-guided activity task cards to learn a new skill.
- Choreographs a jump rope routine.

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**PE4.6:** Values physical activity for health, enjoyment, challenge, self expression, and/or social-interaction.

**Description:** Students display enjoyment of activity as it relates to skill mastery. Further, they will demonstrate a desire to participate in a variety of activities.

**Elements:**

- a. Chooses to participate in formal and/or informal physical activities that are enjoyable.**

Examples:

- Community dance programs and athletics teams.
- Is actively involved in station work in class.

- b. Chooses personally challenging experiences in physical activity.**

Examples:

- Uses only the intermediate and advance hand holds while moving across the traversing wall in physical education class.
- Increases their upper body endurance by choosing to work on pull-up bars during free-time or free choice activities.

- c. Expresses enjoyment through physical activity.**

Examples:

- Creates a dance to express feeling of happiness.
- Creates a team celebration or-dance for successful completion of a task or challenge.