

ROBERTSON COUNTY SCHOOLS

PHYSICAL EDUCATION

MASTERY GUIDE

FOURTH GRADE

FIRST NINE WEEKS

Movement Forms

Standard 1 – The student will demonstrate competency in many movement forms and proficiency in a few movement forms.

- 1.1 Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills.
 - a. Recognize and apply knowledge of critical elements in basic locomotor, non-locomotor, and manipulative skills.
- 1.2 Recognize, apply and analyze knowledge of elements in basic skills.
- 1.3 Acquire beginning skills in specialized movement forms.
- 1.4 Use responsible behavior in safety procedures for all physical activities.
 - a. Utilize safety principles in activity situations.

Personal and Social Responsibility

Standard 3.0 – Student will demonstrate responsible personal and social behavior in physical activity settings.

- 3.1 Apply rules, procedures, and safe practices with little or no reinforcement.
 - a. Apply rules, procedures, and safe practices with no reinforcement.
 - b. Identify appropriate safety practices, rules, etc., for the chosen activities
- 3.2 Accept and respect the decision made by game officials.
- 3.3 Work independently and on-task for increasingly longer periods of time.
 - a. Honestly report the results of completed tasks.

Fitness

Standard 4 – The student will understand, achieve, and maintain a health-enhancing level of fitness leading to a physically active lifestyle.

- 4.5 Select and regularly participate in lifetime physical activity.
 - a. Participate regularly in physical activity for the purpose of developing a healthy lifestyle.
- 4.6 Identify several activities related to each component of physical fitness.
- 4.7 Begin to develop a strategy for the improvement of selected fitness goals.
 - a. Identify a personal goal for fitness improvement.
 - b. Look forward to participating in regular physical activity.

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Understanding Physical Activity

Standard 5 – The student will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

- 5.1 Experience enjoyment while participating in physical activity.
- 5.2 Recognize physical activity as a positive opportunity for social and group interaction.
- 5.3 Enjoy practicing activities to increase skill competence.
- 5.4 Use physical activity as a means of self-expression.
- 5.5 Celebrate personal successes and achievements as well as those of others.
 - a. Model enjoyment in learning new activities.

Movement Forms

Standard 1 – The student will demonstrate competency in many movement forms and proficiency in a few movement forms.

- 1.1 Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills.
 - a. Demonstrate refined fundamental motor patterns for basic locomotor, non-locomotor, and selected isolated manipulative skills (throwing, catching, striking) in student designed game activities.
- 1.5 Combine basic movement skills into specialized sequences.
- 1.6 Demonstrate how movement concepts can be expressed through rhythmic activities.

Movements Concepts and Principles

Standard 2 – The student will apply movement concepts and principles to the learning and development of motor skills

- 2.1 Apply critical elements to improve personal performance in fundamental and selected motor skills.
 - a. Design and perform a simple movement pattern using rhythmic activities.

Personal and Social Responsibility

Standard 3.0 – Student will demonstrate responsible personal and social behavior in physical activity settings.

- 3.4 Work cooperatively and productively with a partner or small group.
 - a. Work cooperatively and productively with a partner or small group.
 - b. Participate productively in group interactions.
- 3.1 Work cooperatively with more and less skilled peers.

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- a. Involve others willingly in physical activity outside the teacher directed environment.

SECOND NINE WEEKS

Fitness

Standard 4 – The student will understand, achieve, and maintain a health-enhancing level of fitness leading to a physically active lifestyle.

- 4.1 Select and regularly participate in lifetime physical activity.
 - a. Identify healthful benefits associated with participation in regular, appropriate physical activity.
 - b. Engage in daily physical activities for the purpose of developing a healthy lifestyle.
- 4.2 Identify several activities related to each component of physical fitness.
 - a. Make appropriate decisions about working toward a personal fitness goal.
- 4.3 Describe healthful benefits that result from regular and appropriate participation in physical activity.
- 4.4 Begin to develop a strategy for the improvement of selected fitness components.
 - a. Establish and chart appropriate personal fitness goals showing progress made through positive lifestyle decisions.
 - b. Independently select and sustain activities to meet personal fitness goals.
- 4.5 Work independently with minimal supervision in pursuit of personal fitness goals.
 - a. Associate results of fitness testing to personal health status and ability to perform various activities.

Understanding Physical Activity

Standard 5 – The student will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction

- 5.5 Interact with friends/peers while participating in group activities.
- 5.6 Seek personally challenging experiences in physically active opportunities.
- 5.7 Celebrate personal successes and achievements as well as those of others.
 - a. Model enthusiasm while participating in physical activity.

Movement Forms

Standard 1 – The student will demonstrate competency in many movement forms and proficiency in a few movement forms.

- 1.2 Apply basic skills in game-like experiences.

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- a. Acquire specialized skills basic to a movement form (e.g. basketball chest pass, soccer dribble, fielding a softball with a glove) and use those skills with a partner.
- b. Design and play a game that involves cooperating with others to keep an object away from opponents using necessary strategies.
- c. Identify concepts of offensive and defensive strategies in a controlled game environment.

Personal and Social Responsibility

Standard 3.0 – Student will demonstrate responsible personal and social behavior in physical activity settings.

- 3.7 Consider the attributes that individuals with differences can bring to group activities.
 - a. Accept the skills and abilities of others through verbal and nonverbal behavior.
- 3.5 Accept and respect the decision made by game officials.
 - a. Accept the teacher, coach, or peer referee's decision regarding a personal rule infraction without displaying negative reactions toward others.
- 3.8 Experience differences and similarities in physical activity among people of different backgrounds.

Fitness

Standard 4 – The student will understand, achieve, and maintain a health-enhancing level of fitness leading to a physically active lifestyle.

- 4.8 Engage in sustained physical activity that causes an increased heart rate.
- 4.9 Recognize the physiological indicators that accompany moderate to vigorous physical activity.
 - a. Associate a minimum of two activities for each appropriate component of fitness (cardio respiratory endurance, muscular strength and endurance, and flexibility)
 - b. Select and demonstrate two or more activities that enhance muscular strength and endurance, flexibility, cardio respiratory functioning, and appropriate body composition.
 - c. Design and implement activities that enhance muscular strength and endurance, flexibility, cardio respiratory functioning and proper body composition.
- 4.10 Identify the components of health-related physical fitness.
- 4.11 Identify at least one activity associated with each component of health related physical activity.
- 4.12 Experience and express pleasure from participation in physical activity.

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Understanding Physical Activity

Standard 5 – The student will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction

- 5.6 Seek personally challenging experiences in physically active opportunities.
- 5.7 Celebrate personal successes and achievements as well as those of others.
 - a. Compliment others on their successes in physical activity.

THIRD NINE WEEKS

Movement Forms

Standard 1 – The student will demonstrate competency in many movement forms and proficiency in a few movement forms.

- 1.5 Acquire beginning skills in specialized sequences.
- 1.6 Demonstrate and modify traditional and popular dance sequences.
 - a. Perform selected traditional and popular dance sequences.
 - b. Develop and refine dance sequences into a repeatable pattern with intentional changes in direction, speed, and flow.
- 1.7 Demonstrate and refine specialized educational gymnastics skills (e.g. weight transfer, rolling, balance, jumping, and landing).
 - a. Demonstrate competency in basic educational gymnastic skills in predetermined sequences.
 - b. Create, refine and perform educational gymnastic skills in individual or group selected sequences.
 - c. Design, refine, and perform gymnastics and dance sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences.
- 1.8 Develop and refine a gymnastic sequence demonstrating smooth transitions.
- 1.9 Demonstrate safety procedures in educational gymnastics.
- 1.10 Develop patterns and combinations of movements into repeatable sequences.
- 1.11 Use responsible behavior in safety procedures for all physical activities.

Movements Concepts and Principles

Standard 2 – The student will apply movement concepts and principles to the learning and development of motor skills.

- 2.2 Use information from a variety of sources (e.g., teacher, peers, and self) to improve performance.
- 2.3 Use critical elements of fundamental and specialized movement skills to provide

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feedback to others.

- a. Perform a simple movement pattern using rhythmic activities.
 - b. Use concept knowledge of critical elements to provide corrective feedback to self and others (example: recognize incorrect overhand throw and give corrective feedback to self and another student).
 - c. Design, refine, and perform individual and group dance sequences that combine locomotor and non-locomotor skills.
 - d. Design and perform a movement sequence that combines traveling, rolling, balancing and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow.
- 2.4 Recognize and apply concepts that impact the quality of increasingly complex movement performance.
- 2.5 Apply the concepts of balance and transfer of weight to the performance of educational gymnastic skills.
- a. Perform a simple gymnastic sequence requiring a minimum of three elements (example: rolls, balances, jumping and landing, flow, changes of direction).

Fitness

Standard 4 – The student will understand, achieve, and maintain a health-enhancing level of fitness leading to a physically active lifestyle.

- 4.13 Engage in sustained physical activity that causes an increased heart rate.
- 4.14 Recognize the physiological indicators that accompany moderate to vigorous physical activity.
- 4.15 Identify the components of health-related physical fitness.
- 4.16 Identify at least one activity associated with each component of health related physical activity.
- 4.17 Experience and express pleasure from participation in physical activity.

Understanding Physical Activity

Standard 5 – The student will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

- 5.1 Recognize physical activity as a positive opportunity for social and group interaction.
 - a. Perform a simple movement pattern using rhythmic activities.
 - b. Continue independent practice for longer periods of time.
 - c. Engage productively in small group competitive activities.
 - d. Select a new physical activity for participation.

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Movement Forms

Standard 1 – The student will demonstrate competency in many movement forms and proficiency in a few movement forms.

- 1.1 Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills
 - a. Perform teacher designed games using a variety of appropriate sport skills.
- 1.2 Recognize, apply and analyze knowledge of elements in basic skills.
 - a. Apply fundamental offensive and defensive strategies in game-like situations.
 - b. Design, refine a routine, combining various jump rope movements to music, so that it can be repeated.

Movements Concepts and Principles

Standard 2 – The student will apply movement concepts and principles to the learning and development of motor skills

- 2.2 Know and apply concepts of space awareness and movement patterns in different ways in large or small groups.
 - a. Use concept knowledge of critical elements to provide corrective feedback to others (examples: recognize incorrect overhead throw and give corrective feedback to others).
 - b. Identify concepts offensive and defensive strategies in a controlled game environment.
- 2.3 Identify and demonstrate the major characteristics of locomotor skills.
- 2.4 Understand a variety of ways and purposes of jumping and landing.
- 2.5 Understand the relationship between body movement, rhythmic accompaniment, and expression of feelings and ideas.
- 2.6 Recognize some of the critical elements of kicking, throwing, catching, striking, and dribbling.
- 2.7 Know the concepts of educational gymnastics and their relationships to gymnastics.

Personal and Social Responsibility

Standard 3.0 – Student will demonstrate responsible personal and social behavior in physical activity settings.

- 3.2 Accept rules, procedures, and safe practices with little or no reinforcement.
 - a. Interact productively in conflict situations found in group activity.
- 3.3 Work cooperatively and productively with a partner or small group.

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- a. Positively contribute to group discussions concerning conflict resolution.

FOURTH NINE WEEKS

Fitness

Standard 4 – The student will understand, achieve, and maintain a health-enhancing level of fitness leading to a physically active lifestyle.

- 4.2 Identify several activities related to each component of physical fitness.
 - a. Identify correctly and use each component of physical fitness (muscular strength and endurance, cardio respiratory endurance, flexibility, body composition) associated with the development of quality of life.
 - b. Demonstrate and discuss (journals, demonstrations, and displays) the healthful benefits that result from regular and appropriate participation in physical activity.
 - c. Select physical activity (dance, gymnastics, games sequence) to express self in a portfolio.
- 4.3 Describe healthful benefits that result from regular and appropriate fitness goals.
 - a. Analyze various physical activities relative to fitness contribution.

Understanding Physical Activity

Standard 5 – The student will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

- 5.2 Recognize physical activity as a positive opportunity for social and group interaction.
 - a. Select physical activity (dance, gymnastics, games sequence) to express self in a portfolio.
 - b. Challenge self to higher levels of performance.

Movement Forms

Standard 1 – The student will demonstrate competency in many movement forms and proficiency in a few movement forms.

- 1.1 Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills.
 - a. Execute prescribed strategies in a variety of games

Movements Concepts and Principles

Standard 2 – The student will apply movement concepts and principles to the learning

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and development of motor skills.

- 2.3 Use critical elements of fundamental and specialized movement skills to provide feedback to others.
 - a. Identify and implement the concepts of offensive and defensive strategies in a dynamic, unpredictable game environment.

Personal and Social Responsibility

Standard 3.0 – Student will demonstrate responsible personal and social behavior in physical activity settings.

- 3.1 Apply rules, procedures, and safe practices with little or no reinforcement.
 - a. Honestly report the results of completed tasks.
- 3.2 Accept and respect the decision made by game officials.
 - a. Apply rules, procedures, and safe practices with no reinforcement.
 - b. Experience differences and similarities among people of different backgrounds by participating in games, dance, and recreational activities of national, cultural, and ethnic origins.
 - c. Identify and implement the concepts of offensive and defensive strategies in a dynamic, unpredictable game environment.

Fitness

Standard 4 – The student will understand, achieve, and maintain a health-enhancing level of fitness leading to a physically active lifestyle.

- 4.2 Identify several activities related to each component of physical fitness.
 - a. Maintain a journal of time and effort spent in meeting health related and skill related fitness goals.
 - b. Enjoy achievement of health enhancing levels of fitness leading to a physically active lifestyle.
- 4.3 Describe healthful benefits that result from regular and appropriate participation in physical activity.
 - a. Choose physical activity as recreational activity.
 - b. Engage in daily (20 to 60 minutes) physical activity outside of the classroom for the purpose of developing a healthy lifestyle.

Understanding Physical Activity

Standard 5 – The student will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

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- 5.3 Recognize physical activity as a positive opportunity for social and group interaction.
 - a. Maintain a journal of feelings following physical activity.