Missouri Physical Education

Grade 4

Adopted 2007

Efficiency of Human Movement and Performance

1. **Personal Fitness and Healthy Active Living**
   - A. Health-Related and Skill-Related Fitness
     - a. Name the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition).
     - b. Set personal fitness goals.
   - B. Wellness
     - a. Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out).
     - b. Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing).
   - C. Fitness Principles
     - a. Identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15-minute jog).
   - D. Body Systems
     - a. Recognize what systems work together to move your body (e.g., muscular and skeletal).
2. **Responsible Personal and Social Behavior in the Physical Activity Setting**
   - A. Personal/Social Responsibilities
     - a. Apply rules and procedures to activities.
3. **Injury Prevention, Treatment and Rehabilitation**
   - A. Prevention
     - a. Identify safe and unsafe situations and respond appropriately.

Physical Activity and Lifetime Wellness

1. **Fundamental Movement Skills and Games**
   - C. Manipulative Skills
     - a. Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).

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E. Movement Concepts

a. Identify body parts and functions in relationship to movement (e.g., long jump - arms swing forward when legs extend).

F. Developmental Games

a. Apply fundamental and specialized skills in game situations.

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2. Sport Skills and Lifetime Activities

A. Skill Techniques

a. Identify the proper techniques of specialized skills (e.g., law of opposition.

D. Specialized Activities

a. Demonstrate competence in basic swimming strokes and safety skills in, on and around the water when facilities allow and is district approved (e.g., first-aid, water patrol, boater safety).

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3. Rhythms and Dance

D. Forms of Dance

a. Demonstrate step patterns (e.g., do-si-do), simple positions (e.g., promenade) and formations (e.g., partner scattered) in dance.