Virginia Physical Education

Grade 4

Motor Skill Development

1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement environments/activities. 4.1

- a Demonstrate progression toward the use of all critical elements for specialized locomotor, nonlocomotor, and manipulative skill combinations in small-sided games, modified sports activities, and lifetime activities, including overhand and underhand throwing and catching with a partner while moving to open spaces, overhand and underhand throwing to a target for distance, dribbling with non-dominant/non-preferred hand while walking at various speeds to open spaces, underhand volleying, catching thrown objects, striking a ball with short and long implement with force and control, and underhand volleying/striking, dribbling and passing a soccer ball with varying speed while moving to open spaces with control. 4.1.A
- b Create and perform an educational gymnastic sequence that combines four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer with smooth transitions from one movement to the other. 4.1.B
- c Create and perform a routine to music that has smooth transitions with an apparent beginning, middle, and end, and integrate shapes, levels, pathways, and locomotor patterns. 4.1.C
- d Perform a jump rope routine/challenge (e.g., self-turn, long rope, jump bands). 4.1.D
- e Demonstrate the use of pacing, speed, and endurance in a variety of activities. 4.1.E

Anatomical Basis of Movement

2 The student will identify major structures and begin to apply knowledge of anatomy to explain movement patterns. 4.2

- a Identify the major components of the cardiorespiratory system and describe the relationship between the heart, lungs, and blood vessels. 4.2.A
- b Identify the major muscle groups, including the deltoid and gluteal. 4.2.B
- c Identify the major components of the skeletal system, including the sternum, vertebrae, patellae, and phalanges. 4.2.C
- d Locate the radial and/or carotid pulse. 4.2.D
- e Identify the bones and muscles needed to perform one fitness activity and one skilled movement. 4.2.E

Skip to main content

Apply the concept of closing space during movement sequences. 4.2.F

Fitness Planning

3 **The student will apply knowledge of health-related fitness, gather and analyze data, and set measurable goals to improve fitness levels.** 4.3

- a Describe the components of health-related fitness (i.e., cardiorespiratory endurance/aerobic capacity, muscular strength and endurance, flexibility, body composition) and list at least three physical activities associated with each component. 4.3.A
- b Analyze personal baseline data using data from a standardized health-related criterionreferenced test (e.g., Virginia wellness-related criterion-referenced fitness standards). 4.3.B
- c Create a SMART (specific, measurable, attainable, realistic, timely) goal for at least one healthrelated component of fitness to improve or maintain fitness level. 4.3.C
- d Identify two physical activities that can be done at school and two physical activities that can be done at home to meet fitness goals. 4.3.D
- e Analyze post-fitness testing results and reflect on goal progress/attainment. 4.3.E
- f Define the FITT (frequency, intensity, time, and type of exercise) principles. 4.3.F
- g Calculate resting and activity heart rate during a variety of physical activities. 4.3.G

Social and Emotional Development

4 **The student will demonstrate positive interactions with others in cooperative and competitive physical activities.** 4.4

- a Identify a group goal and the strategies needed for successful completion while working productively and respectfully with others. 4.4.A
- b Identify and demonstrate conflict-resolution strategies for positive solutions in resolving disagreements in physical activity settings. 4.4.B
- c Define etiquette and demonstrate appropriate behavior when participating in physical activity settings as well as application of rules and procedures. 4.4.C
- d Define integrity and describe its importance in a physical activity setting. 4.4.D
- e Identify how participation in physical activity improves mood and positively impacts the brain. 4.4.E
- f Differentiate and communicate about activities that facilitate feelings of inclusion and those that do not. 4.4.F

Energy Balance

5 **The student will explain the nutrition and activity components of energy balance.** 4,5

- a Define calorie and identify the number of calories per gram of fat (nine), protein (four), and carbohydrates (four). 4,5.A
- b Explain the uses of salt and sugar and the harm of excessive salt and sugar intake. 4,5.B
- c Identify examples of each macronutrient (i.e., fat, protein, carbohydrates). 4,5.C
- d Calculate the calories per gram of macronutrients for various foods. 4,5.D
- e Explain the importance of hydration. 4,5.E

Skip to main content

f Compare and contrast a variety of different hydration choices. 4,5.F

g Explain the role of moderate to vigorous physical activity (MVPA) for energy balance. 4,5.G

h Identify different portion sizes for each food group. 4,5.H