

California Physical Education Content Standards Grade 4

Standard 1:	Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2:	Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
Standard 3:	Assess and maintain a level of physical fitness to improve health and performance.
Standard 4:	Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
Standard 5:	Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activities.

*The sample activities listed here are the vehicles through which standards can be addressed. For example, a tag game can address standards 1 and 3, but it is how the activity is taught that will address standards 2, 4 and 5. By simply playing a tag game, a student may not be able to explain how changing speed and direction can allow one to move away from the tagger. The teacher must provide this information as a complement to the activity in order to meet standards 2, 4, and 5. Students discover answers by playing/participating and then being asked the question (debrief). They may never have thought of that question on their own. It's the teacher's role to pose these questions in order to make students think on this level.

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 1 Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.			
1.1 Perform simple balance stunts with a partner while sharing a common base of support.	Teacher Observation Checklists/Scoring Rubrics: Demonstration of essential performance criteria. Sample for 1.1: Create a Routine Sample for 1.1: Stunts and Tumbling Learning Log	<ul style="list-style-type: none"> • Stunts and Tumbling Circuit • Create A Routine • Partner Switcheroo Stunt Hunt 	Stunts and Tumbling
1.2 Change direction quickly to maintain the spacing between two players.	Sample for 1.2: Observe student in movement activity at various speeds using different locomotor patterns and pathways. Can student move away from others in a changing environment without collisions? Self/Partner Checks: Sample for 1.2: Tag Games self-assessment.	<ul style="list-style-type: none"> • Defense! • Partner Tag • Offense/Defense 	<ul style="list-style-type: none"> • Hockey • Chasing and Fleeing • ASAP

Content Standards	Assessment Strategies	Sample Activities	Unit
1.3 Change direction quickly to increase the spacing between two players.		<ul style="list-style-type: none"> • Defense! • Partner Tag • Offense/Defense 	<ul style="list-style-type: none"> • Hockey • Chasing and Fleeing • ASAP
1.4 Determine the spacing between offensive and defensive players based on the speed of the players.		<ul style="list-style-type: none"> • Defense! • Partner Tag • Offense/Defense 	<ul style="list-style-type: none"> • Hockey • Chasing and Fleeing • ASAP
1.5 Jump a self-turned rope.		<ul style="list-style-type: none"> • Jump the Circuit (Individual Tricks) • Aerobic Capacity Circuit • Solo Aerobic Fitness Challenge 	<ul style="list-style-type: none"> • Jump Rope • Fitness Circuits • Fitness Challenges
1.6 Throw and catch an object with a partner while both partners are moving.		<ul style="list-style-type: none"> • Grid Passing • Corner to Corner Pass and Go • Air It Out 	<ul style="list-style-type: none"> • Basketball • Frisbee • Football
1.7 Throw overhand at increasingly smaller targets, using proper follow-through.		<ul style="list-style-type: none"> • Partner Throw and Catch • Target Throw • 4 Zone Football 	<ul style="list-style-type: none"> • Softball • Softball • Football
1.8 Throw a flying disc for distance, using the backhand movement pattern.		<ul style="list-style-type: none"> • Backhand Drills • Frisbee Golf • Hoop to Hoop 	Frisbee
1.9 Catch a fly ball above the head, below the waist, and away from the body.		<ul style="list-style-type: none"> • 3 Flies Up! • Pepper • 5-Player Kickball 	<ul style="list-style-type: none"> • Recess Activities • Softball • Aerobic Games

Content Standards	Assessment Strategies	Sample Activities	Unit
1.10 Kick a ball to a moving partner, using the inside of the foot.		<ul style="list-style-type: none"> • Passing Drills • Pass and Follow • Corner to Corner Pass and Go 	Soccer
1.11 Kick a stationary ball from the ground into the air.		<ul style="list-style-type: none"> • 5-Player Kickball • Shooting Drills • Soccer Golf 	<ul style="list-style-type: none"> • Aerobic Games • Soccer • Soccer
1.12 Punt a ball dropped from the hands.		<ul style="list-style-type: none"> • 3 Flies Up! • Punt, Pass & Pitch Golf 	<ul style="list-style-type: none"> • Recess Activities • Football
1.13 Strike, with a paddle/racket, a lightweight object that has been tossed by a partner.		<ul style="list-style-type: none"> • Whack-O • Stroke and Catch • Introduction to Badminton 	<ul style="list-style-type: none"> • Softball • Racquets and Paddles • Racquets and Paddles
1.14 Serve a lightweight ball to a partner using the underhand movement pattern.		<ul style="list-style-type: none"> • Intro to Serve • Serving Challenges • Shower Service 	Volleyball
1.15 Strike a gently tossed ball with a bat using a side orientation.		<ul style="list-style-type: none"> • Batting Practice • Pepper • Open Base 	Softball
1.16 Keep a foot-dribbled ball away from a defensive partner.		<ul style="list-style-type: none"> • Defense! • Keep Away • Get Your Ball 	Soccer
1.17 Keep a hand-dribbled ball away from a defensive partner.		<ul style="list-style-type: none"> • Dribbling Drills • 9 Grid Basketball • Mini-Basketball 	Basketball
1.18 Manipulate an object by using a long-handled implement.		<ul style="list-style-type: none"> • Intro to Ball Handling • Hockey Hoopla • Round Up 	Hockey

Content Standards	Assessment Strategies	Sample Activities	Unit
1.19 Stop a kicked ball by trapping it with the foot while standing still.		<ul style="list-style-type: none"> • Passing Drills • Pass and Follow • Corner to Corner Pass and Go 	Soccer
1.20 Volley a tossed lightweight ball, using the forearm pass.		<ul style="list-style-type: none"> • Intro to Forearm Pass • Passing Pairs • Group Passing Challenges 	Volleyball
1.21 Perform a series of basic square-dance steps.		<ul style="list-style-type: none"> • Hot Time • Red River Valley • Virginia Reel 	Dance
1.22 Perform a routine to music that includes even and uneven locomotor patterns.		<ul style="list-style-type: none"> • Create A Dance • Create A Routine • Aerobic Dance 	<ul style="list-style-type: none"> • Dance • Movement Bands • Group Fitness

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 2 Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.			
2.1 Explain the difference between offense and defense.	Cognitive Assessment of Critical Cues: <ul style="list-style-type: none"> • Verbal Recall • Demonstrations • Exit Slips Debrief question: How can changing speed and direction allow you to move away from another person?	<ul style="list-style-type: none"> • Defense! • Partner Tag • Offense/Defense 	<ul style="list-style-type: none"> • Hockey • Chasing and Fleeing • ASAP
2.2 Describe ways to create more space between an offensive player and a defensive player.	Debrief question: How can you create more space between yourself and the person guarding you?	<ul style="list-style-type: none"> • Defense! • Partner Tag • Offense/Defense 	<ul style="list-style-type: none"> • Hockey • Chasing and Fleeing • ASAP
2.3 Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.	Debrief question: Which direction do you face when serving a ball underhand?	<ul style="list-style-type: none"> • Intro to Serve • Serving Challenges • Shower Service 	Volleyball

Content Standards	Assessment Strategies	Sample Activities	Unit
2.4 Describe the appropriate body orientation to strike a ball using the forehand movement pattern.	Debrief question: Which direction do you face when striking a ball using the forehand pattern?	<ul style="list-style-type: none"> • Whack-O • Paddle 2-Square • Paddle Wall Ball 	<ul style="list-style-type: none"> • Softball • Racquets and Paddles • Racquets and Paddles
2.5 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.	Debrief question: What are the similarities between the underhand throw and the underhand serve?	<ul style="list-style-type: none"> • Intro to Serve • Serving Challenges • Shower Service 	Volleyball
2.6 Distinguish between punting and kicking and describe the similarities and differences.	Debrief question: What is the difference between kicking a ball and punting a ball?	<ul style="list-style-type: none"> • Shooting Drills • Punt, Pass & Pitch Golf • 5-Player Kickball 	<ul style="list-style-type: none"> • Soccer • Football • Aerobic Games
2.7 Compare and contrast dribbling a ball without a defender and with a defender.	Debrief question: What are the similarities when dribbling a ball with and without someone guarding you? What are the differences?	<ul style="list-style-type: none"> • 9 Grid Basketball • Defense! • Dribble Keep Away 	<ul style="list-style-type: none"> • Basketball • Soccer • Hockey
2.8 Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.	Debrief question: What are some differences in hitting a ball with a racquetball racquet versus a tennis racquet?	<ul style="list-style-type: none"> • Intro to Ball Handling • Dribbling Drills • Hockey Hoopla 	Hockey
2.9 Identify key body positions used for volleying a ball.	Debrief question: What are the important body positions used in a forearm pass?	<ul style="list-style-type: none"> • Intro to Forearm Pass • Passing Pairs • Group Passing Challenges 	Volleyball
2.10 Design a routine to music that includes even and uneven locomotor patterns.	Debrief question: What are even locomotor patterns? Uneven?	<ul style="list-style-type: none"> • Create A Dance • Create A Routine • Aerobic Dance 	<ul style="list-style-type: none"> • Dance • Movement Bands • Group Fitness

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 3 Assess and maintain a level of physical fitness to improve health and performance.			
3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.	<ul style="list-style-type: none"> • Teacher Observation • Student Self-Assessment • Student Portfolios • Personal Best Day 	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
3.2 Demonstrate the correct body position for pushing and pulling large objects.		<ul style="list-style-type: none"> • Partner Ball Challenges • Medicine Ball Activities • Muscular Strength and Endurance Circuit 	<ul style="list-style-type: none"> • Cooperatives • Group Fitness • Fitness Circuits
3.3 Participate three to four days each week, for increasing amounts of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.		<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Fitness Circuits • Map Challenges • Walk, Jog, Run Activities
3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or two traditional push-ups, triceps push-ups on the floor.		<ul style="list-style-type: none"> • Muscular Strength and Endurance • Fitness in the Middle • Partner Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Fitness Challenges

Content Standards	Assessment Strategies	Sample Activities	Unit
3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.		<ul style="list-style-type: none"> • Muscular Strength and Endurance • Fitness in the Middle • Partner Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Fitness Challenges
3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.		<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.		<ul style="list-style-type: none"> • Moving Around the Track • Solo Aerobic Fitness Challenge • Walk/Jog Switcheroo 	<ul style="list-style-type: none"> • Map Challenges • Fitness Challenges • Walk, Jog, Run Activities
3.8 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.		<ul style="list-style-type: none"> • Personal Best Day • Pedometer Activity • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Map Challenges • Fitness Circuits
3.9 Meet the minimum requirements for health-related physical fitness, using scientifically based health-related physical fitness assessments.		<ul style="list-style-type: none"> • Personal Best Day • Mixed Fitness Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 4 Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.			
4.1 Identify the correct body alignment for performing lower body stretches.	Cognitive Assessment of Fitness Concepts: <ul style="list-style-type: none"> • Verbal Recall • Demonstrations • Exit Slips • Partner checks for understanding Debrief question: Show me the correct body position for stretching your hamstrings.	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.	Sample debrief questions: How often do you need to exercise to improve your aerobic endurance? For how long? How hard do you need to exercise? What types of exercises will improve your aerobic endurance?	<ul style="list-style-type: none"> • Aerobic Dance • Pick A Card Circuit • Survivor Challenge 	<ul style="list-style-type: none"> • Group Fitness • Fitness Circuits • Fitness Challenges
4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.	Record and use Personal Best Day data	<ul style="list-style-type: none"> • Personal Best Day • Mixed Fitness Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits

Content Standards	Assessment Strategies	Sample Activities	Unit
4.4 Identify healthful choices for meals and snacks that help improve physical performance.	Debrief question: Name some healthy foods that can help your improve your fitness performance.	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits
4.5 Explain why the body needs water before, during, and after physical activity.	Debrief question: Why does your body need water before you exercise? Why does your body need water while you exercise? Why does your body need water after you exercise?	<ul style="list-style-type: none"> • Aerobic Dance • Walk/Jog Switcheroo • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Group Fitness • Walk, Jog, Run Activities • Fitness Circuits
4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high-intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.	Debrief question: Why are carbohydrates important when you are working at a high intensity? Why are proteins important for endurance activities?	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits
4.7 Explain the purpose of warm-up and cool-down periods.	Debrief question: Why do we warm-up before we exercise? Why do we cool-down after we exercise?	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits

Content Standards	Assessment Strategies	Sample Activities	Unit
<p>4.8 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15-second intervals.</p>	<p>Debrief question: If you count your heart beats for 10 seconds, how do you figure out your heart rate for one minute? How do you calculate your heart rate for one minute when you count your heart beats for 15 seconds?</p>	<ul style="list-style-type: none"> • Aerobic Dance • Walk/Jog Switcheroo • Moving for Time 	<ul style="list-style-type: none"> • Group Fitness • Walk, Jog, Run Activities • Map Challenges
<p>4.9 Explain why a strong heart is able to return quickly to its resting rate after exertion.</p>	<p>Debrief question: Why does a strong heart return to its resting rate faster after exercise than a weaker heart?</p>	<ul style="list-style-type: none"> • Aerobic Dance • Walk/Jog Switcheroo • Moving for Time 	<ul style="list-style-type: none"> • Group Fitness • Walk, Jog, Run Activities • Map Challenges
<p>4.10 Identify two characteristics of physical activity that build aerobic capacity.</p>	<p>Debrief question: What characteristics are necessary for an activity to be used to improve cardiovascular endurance?</p>	<ul style="list-style-type: none"> • Partner Aerobic Fitness Challenge • Sport Moves Aerobics • Tag Team Challenge 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Walk, Jog, Run Activities
<p>4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion.</p>	<p>Debrief question: How would you rate your level of exercise intensity using the scale of perceived exertion?</p>	<ul style="list-style-type: none"> • Solo Aerobic Fitness Challenge • Aerobic Capacity Circuit • Aerobic Dance 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Group Fitness

Content Standards	Assessment Strategies	Sample Activities	Unit
<p>4.12 Describe the difference between muscular strength and muscular endurance.</p>	<p>Debrief question: What is the difference between muscular strength and muscular endurance?</p>	<ul style="list-style-type: none"> • Partner Muscular Strength and Endurance • Exercise Band Activities • Muscular Strength and Endurance Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Fitness Circuits
<p>4.13 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.</p>	<p>Debrief question: What prevents children from developing bulky muscles when lifting weights?</p>	<ul style="list-style-type: none"> • Partner Muscular Strength and Endurance • Exercise Band Activities • Muscular Strength and Endurance Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Fitness Circuits
<p>4.14 Recognize how strengthening major muscles can improve performance at work and play.</p>	<p>Debrief question: Why can your performance improve when you strengthen your muscles?</p>	<ul style="list-style-type: none"> • Partner Muscular Strength and Endurance • Exercise Band Activities • Muscular Strength and Endurance Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Fitness Circuits

Content Standards	Assessment Strategies	Sample Activities	Unit
<p>4.15 Describe the correct form to push and pull heavy objects.</p>	<p>Debrief question: What is the correct way to push and pull heavy objects safely?</p>	<ul style="list-style-type: none"> • Partner Muscular Strength and Endurance • Medicine Ball Activities • Muscular Strength and Endurance Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Fitness Circuits
<p>4.16 Explain the value of increased flexibility when participating in physical activity.</p>	<p>Debrief question: Why is flexibility important when you exercise?</p>	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
<p>4.17 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.</p>	<p>Debrief question: Why do sustained physical activities done on a regular basis help to improve your body composition?</p>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 5 Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.			
5.1 Set a personal fitness goal to improve an area of health-related physical fitness and work toward that goal in non-school time.	Student Self-Assessment Authentic Assessment of Independent Working Skills: <ul style="list-style-type: none"> • Following Directions • Positive Sportsmanship • Self-Control • Respect for Others • Respect for Equipment • Sharing • Playing Safely • Helping and Encouraging Others Cooperative All Star Self-Check	Home Play Activities	Fitness Circuits
5.2 Collect data and record progress toward attainment of a personal fitness goal.		<ul style="list-style-type: none"> • Personal Best Day • Mixed Fitness Circuit • Pedometer Activity 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuit • Map Challenges
5.3 Accept responsibility for one's own performance without blaming others.		<ul style="list-style-type: none"> • Group Juggling • Stepping Stones • Parachute Play (Small Group) 	Cooperative Games and Initiatives

Content Standards	Assessment Strategies	Sample Activities	Unit
5.4 Respond to winning and losing with dignity and respect.		<ul style="list-style-type: none"> • All-Run Softball • Mini-Hockey • Mini-Soccer 	<ul style="list-style-type: none"> • Softball • Hockey • Soccer
5.5 Include others in physical activities and respect individual differences in skill and motivation.		<ul style="list-style-type: none"> • Survivor Challenge • Roll the Dice • Soccer Group Challenge 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Soccer
5.6 Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.		<ul style="list-style-type: none"> • Keep Away • Tetherball • Capture the Flag 	<ul style="list-style-type: none"> • Basketball • Recess Activities • Aerobic Games