



Physical Education Standards

GRADE: 4

Strand: MOVEMENT COMPETENCY	
Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.	
BENCHMARK CODE	BENCHMARK
PE.4.M.1.1	Apply movement concepts to the performance of locomotor skills in a variety of movement settings.
	Related Access Point(s)
	PE.4.M.1.In.a Demonstrate movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances and games.
	PE.4.M.1.Su.a Use selected movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances and games.
	PE.4.M.1.Pa.a Imitate selected movement concepts in the performance of locomotor skills in a variety of movement settings such as sequences, dances and games.
PE.4.M.1.10	Perform two or more dances accurately.
	Related Access Point(s)
	PE.4.M.1.In.j Perform more than one dance, such as square, contra, step or social.
	PE.4.M.1.Su.j Imitate a pattern of steps associated with a variety of dances.
	PE.4.M.1.Pa.j Perform a guided movement associated with more than one dance, such as square, contra, step or social.
PE.4.M.1.11	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions.
	Related Access Point(s)
	PE.4.M.1.In.k Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands and an ending with correct technique.
	PE.4.M.1.Su.k Perform a basic gymnastics sequence with a beginning, more than one rolling action and an ending.
	PE.4.M.1.Pa.k Perform a basic gymnastics sequence with a beginning, a rolling action and an ending.
PE.4.M.1.12	Run and hurdle a succession of low- to medium-level obstacles.
	Related Access Point(s)

	PE.4.M.1.In.l Run and jump over a low- or medium-level obstacle.
	PE.4.M.1.Su.l Walk and jump over a low-level obstacle.
	PE.4.M.1.Pa.l Jump over a low-level obstacle.
PE.4.M.1.2	Strike a moving object using body parts so that the object travels in the intended direction at the desired height.
	Related Access Point(s)
	PE.4.M.1.In.b Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.
	PE.4.M.1.Su.b Strike a moving object from a stationary position using body parts so that the object travels.
	PE.4.M.1.Pa.b Swing at a moving object from a stationary position using body parts.
PE.4.M.1.3	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.
	Related Access Point(s)
	PE.4.M.1.In.c Strike a modified object more than once using a paddle/racket demonstrating a forehand pattern.
	PE.4.M.1.Su.c Strike a modified object more than once using a modified paddle/racket demonstrating a forehand pattern.
	PE.4.M.1.Pa.c Swing at a modified object using a modified paddle/racket.
PE.4.M.1.4	Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction.
	Related Access Point(s)
	PE.4.M.1.In.d Strike both moving and stationary objects with long-handled implements so the objects travel.
	PE.4.M.1.Su.d Strike both moving and stationary objects with long-handled implements.
	PE.4.M.1.Pa.d Strike a modified moving object with a modified, long-handled implement.
PE.4.M.1.5	Dribble and pass to a moving partner.
	Related Access Point(s)
	PE.4.M.1.In.e Dribble and pass to a stationary partner.
	PE.4.M.1.Su.e Control the ball while dribbling (with hands or feet).
	PE.4.M.1.Pa.e Throw or kick a ball in a specified direction.
PE.4.M.1.6	Perform a variety of swim strokes.
	Related Access Point(s)
	PE.4.M.1.In.f Perform a swim stroke, such as front crawl, backstroke, elementary back stroke or modified breaststroke.
	PE.4.M.1.Su.f Perform a guided swim stroke.
	PE.4.M.1.Pa.f Perform a guided, modified swim stroke.
PE.4.M.1.7	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.
	Related Access Point(s)

	PE.4.M.1.In.g Move in different directions to catch modified objects of different sizes thrown by a stationary partner from varying distances.
	PE.4.M.1.Su.g Move in different directions to trap modified objects of different sizes thrown by a stationary partner from varying distances.
	PE.4.M.1.Pa.g Trap modified objects of different sizes with both hands tossed from a distance.
PE.4.M.1.8	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.
	Related Access Point(s)
	PE.4.M.1.In.h Throw balls of various sizes and weights to a stationary partner using an overhand motion from a distance.
	PE.4.M.1.Su.h Throw a ball in the direction of a stationary partner from varying distances.
	PE.4.M.1.Pa.h Toss modified objects from a distance.
PE.4.M.1.9	Perform a teacher-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.
	Related Access Point(s)
	PE.4.M.1.In.i Perform a teacher-designed sequence with or without manipulatives, such as tinkling poles, lummi sticks or jump ropes, while demonstrating purposeful movements and smooth transitions.
	PE.4.M.1.Su.i Perform a teacher-designed sequence with or without manipulatives, such as tinkling poles, lummi sticks, or jump ropes, demonstrating purposeful movements.
	PE.4.M.1.Pa.i Imitate a teacher-designed movement sequence with or without manipulatives, demonstrating purposeful movements.

Strand: COGNITIVE ABILITIES	
Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.	
BENCHMARK CODE	BENCHMARK
PE.4.C.2.1	Understand the importance of purposeful movement in a variety of movement settings.
	Related Access Point(s)
	PE.4.C.2.In.a Identify the importance of purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm in a variety of movement settings.
	PE.4.C.2.Su.a Recognize the importance of purposeful movements, such as timing, flow, sequencing, transfer of weight or rhythm in a variety of movement settings.
	PE.4.C.2.Pa.a Recognize sequence and rhythm in purposeful movement in a variety of movement settings.
PE.4.C.2.2	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.
	Related Access Point(s)
	PE.4.C.2.In.b Identify the importance of safety rules and procedures in all physical activities.
	PE.4.C.2.Su.b Recognize the importance of safety rules and procedures in all physical activities.

	PE.4.C.2.Pa.b Recognize the importance of safety rules and procedures in selected physical activities.
PE.4.C.2.3	Use technology to gather information about performance.
	Related Access Point(s)
	PE.4.C.2.In.c Use selected technology, such as pedometers, heart-rate monitors and videos, to gather information about performance.
	PE.4.C.2.Su.c Use a technology, such as pedometers, heart-rate monitors and videos, to gather information about performance.
PE.4.C.2.4	PE.4.C.2.Pa.c Recognize a technology, such as videos, pedometers or heart-rate monitors, used to assess performance.
	PE.4.C.2.4 Understand the importance of protecting parts of the body from the harmful rays of the sun.
PE.4.C.2.5	Related Access Point(s)
	PE.4.C.2.In.d Identify the importance of protecting parts of the body from the harmful rays of the sun.
	PE.4.C.2.Su.d Recognize the importance of protecting parts of the body from the harmful rays of the sun.
	PE.4.C.2.Pa.d Recognize that the sun can be harmful.
PE.4.C.2.6	Detect errors in personal movement patterns.
	Related Access Point(s)
	PE.4.C.2.In.e Recognize errors in personal movement patterns.
	PE.4.C.2.Su.e Recognize an error in personal movement patterns.
PE.4.C.2.7	PE.4.C.2.Pa.e Recognize an error in a selected personal-movement pattern.
	PE.4.C.2.6 Compare and discuss skills/sports that use similar movement patterns.
	Related Access Point(s)
	PE.4.C.2.In.f Identify skills and sports that use similar movement patterns.
PE.4.C.2.8	PE.4.C.2.Su.f Identify skills that use similar movement patterns.
	PE.4.C.2.Pa.f Recognize skills that use similar movement patterns.
	PE.4.C.2.7 Identify proper warm-up and cool-down techniques and the reasons for using them.
PE.4.C.2.9	Related Access Point(s)
	PE.4.C.2.In.g Recognize proper warm-up and cool-down techniques and the reasons for using them.
	PE.4.C.2.Su.g Recognize a proper warm-up and cool-down technique and the reason for using them.
	PE.4.C.2.Pa.g Recognize a proper warm-up or cool-down technique and the reason for using it.
PE.4.C.2.8	PE.4.C.2.8 Identify the importance of hydration before, during and after physical activity.
	Related Access Point(s)
	PE.4.C.2.In.h Recognize the importance of hydration before, during and after physical activity.
	PE.4.C.2.Su.h Recognize the importance of hydration during physical activity.
PE.4.C.2.9	PE.4.C.2.Pa.h Recognize that the body needs water.
	PE.4.C.2.9 Identify basic offensive and defensive tactics for modified invasion and net activities.
	Related Access Point(s)

	PE.4.C.2.In.i Recognize basic offensive and defensive tactics for modified invasion and net activities.
	PE.4.C.2.Su.i Recognize a basic offensive or defensive tactic for modified invasion and net activities.
	PE.4.C.2.Pa.i Recognize a defensive tactic, such as raising arms and hands in front of face.

Strand: LIFETIME FITNESS

Standard 3: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
PE.4.L.3.1	Identify a moderate physical activity.
	Related Access Point(s)
	PE.4.L.3.Pa.a Recognize a modified physical activity.
	PE.4.L.3.Su.a Recognize a moderate modified physical activity.
	PE.4.L.3.In.a Recognize a moderate physical activity.
PE.4.L.3.2	Identify a vigorous physical activity.
	Related Access Point(s)
	PE.4.L.3.In.b Recognize a vigorous physical activity.
	PE.4.L.3.Su.b Recognize a physical activity.
	PE.4.L.3.Pa.b Explore physical activities.
PE.4.L.3.3	Identify opportunities for involvement in physical activities during the school day.
	Related Access Point(s)
	PE.4.L.3.In.c Recognize opportunities for involvement in selected physical activities during the school day.
	PE.4.L.3.Su.c Recognize opportunities for involvement in modified physical activities during the school day.
	PE.4.L.3.Pa.c Recognize an opportunity for involvement in a selected modified physical activity during the school day.
PE.4.L.3.4	Identify opportunities for involvement in physical activities after the school day.
	Related Access Point(s)
	PE.4.L.3.Pa.d Associate involvement in physical activities with experiences after the school day.
	PE.4.L.3.Su.d Recognize an opportunity for involvement in physical activities after the school day.
	PE.4.L.3.In.d Recognize selected opportunities for involvement in physical activities after the school day.
PE.4.L.3.5	Implement at least one lifestyle behavior to increase physical activity.
	Related Access Point(s)
	PE.4.L.3.In.e Use one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading or walking.
	PE.4.L.3.Su.e Perform one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading or walking.

	PE.4.L.3.Pa.e Perform one guided lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading or walking.
PE.4.L.3.6	Discuss the importance of wearing a bicycle helmet.
	Related Access Point(s)
	PE.4.L.3.Pa.f Associate a bicycle helmet with safety.
	PE.4.L.3.Su.f Recognize a consequence of not wearing a bicycle helmet.
	PE.4.L.3.In.f Identify a consequence of not wearing a bicycle helmet.

Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

BENCHMARK CODE	BENCHMARK
PE.4.L.4.1	Identify the muscles being strengthened during the performance of specific activities.
	Related Access Point(s)
	PE.4.L.4.In.a Identify the part of the body being strengthened during physical activities, such as arm muscles or leg muscles.
	PE.4.L.4.Su.a Recognize the part of the body being strengthened during physical activities, such as arm muscles or leg muscles.
	PE.4.L.4.Pa.a Associate a physical activity with strengthening a part of the body.
PE.4.L.4.10	Describe ways that technology can assist in the pursuit of physical fitness.
	Related Access Point(s)
	PE.4.L.4.In.j Identify ways that technology can assist in the pursuit of physical fitness.
	PE.4.L.4.Su.j Recognize ways that technology can assist in the pursuit of physical fitness.
	PE.4.L.4.Pa.j Recognize a way that technology can assist in the pursuit of physical fitness.
PE.4.L.4.2	Identify several activities related to each component of physical fitness.
	Related Access Point(s)
	PE.4.L.4.In.b Recognize activities related to each component of physical fitness.
	PE.4.L.4.Su.b Recognize an activity related to selected components of physical fitness.
	PE.4.L.4.Pa.b Recognize an activity related to physical fitness.
PE.4.L.4.3	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
	Related Access Point(s)
	PE.4.L.4.In.c Maintain an elevated heart rate for a short period of time during an aerobic activity.
	PE.4.L.4.Su.c Achieve a target heart rate during an aerobic activity
	PE.4.L.4.Pa.c Increase heart rate during an aerobic activity.
PE.4.L.4.4	Identify ways to participate in selected physical activities for the purpose of improving physical fitness.
	Related Access Point(s)
	PE.4.L.4.In.d Identify ways to participate in selected modified physical activities for the purpose of improving physical fitness.

	PE.4.L.4.Su.d Recognize ways to participate in a selected modified physical activity for the purpose of improving physical fitness.
	PE.4.L.4.Pa.d Recognize ways to participate in guided, modified physical activities for the purpose of improving physical fitness.
PE.4.L.4.5	Identify ways to participate in formal and informal physical fitness assessment. Related Access Point(s)
	PE.4.L.4.In.e Identify ways to participate in modified formal and informal physical fitness assessment.
	PE.4.L.4.Su.e Identify ways to participate in selected modified formal and informal physical fitness assessment.
	PE.4.L.4.Pa.e Recognize ways to participate, with assistance, in modified formal and informal physical fitness assessment.
PE.4.L.4.6	Identify how specific stretches increase flexibility and reduce the chance of injury. Related Access Point(s)
	PE.4.L.4.In.f Recognize that specific stretches reduce the chance of injury.
	PE.4.L.4.Su.f Recognize that stretches reduce chances of injury.
	PE.4.L.4.Pa.f Associate stretching with safety.
PE.4.L.4.7	Understand appropriate serving size. Related Access Point(s)
	PE.4.L.4.In.g Identify a single serving size, such as one-half cup of cooked pasta, one cup of dry cereal, one cup of milk or one tablespoon of peanut butter.
	PE.4.L.4.Su.g Recognize a single serving size, such as one-half cup of cooked pasta, one cup of dry cereal, one cup of milk or one tablespoon of peanut butter.
	PE.4.L.4.Pa.g Associate serving size with amount of food.
PE.4.L.4.8	Explain the principles of physical fitness. Related Access Point(s)
	PE.4.L.4.In.h Identify principles of physical fitness, such as progression, overload and specificity.
	PE.4.L.4.Su.h Recognize the principles of physical fitness, such as progression, overload and specificity.
	PE.4.L.4.Pa.h Recognize a principle of physical fitness such as progression, overload and specificity.
PE.4.L.4.9	Develop short- and long-term fitness goals. Related Access Point(s)
	PE.4.L.4.In.i Select short- and long-term fitness goals.
	PE.4.L.4.Su.i Identify short- and long-term fitness goals.
	PE.4.L.4.Pa.i Recognize a fitness goal.

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

BENCHMARK CODE	BENCHMARK
PE.4.R.5.1	Discuss the influence of individual differences on participation in physical activities.
	Related Access Point(s)
	PE.4.R.5.In.a Recognize the impact of individual differences, such as age, gender, culture or skill level in physical activities.
	PE.4.R.5.Su.a Recognize the impact of individual differences, such as age, gender or skill level in physical activities.
	PE.4.R.5.Pa.a Recognize an individual difference in physical activities.
PE.4.R.5.2	List ways to encourage others while refraining from insulting/negative statements.
	Related Access Point(s)
	PE.4.R.5.In.b Recognize ways to encourage others and refrain from put-down statements.
	PE.4.R.5.Su.b Recognize a way to encourage and be kind to others.
	PE.4.R.5.Pa.b Communicate encouragement to others.
PE.4.R.5.3	Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.
	Related Access Point(s)
	PE.4.R.5.In.c Demonstrate caring for all students through verbal and non-verbal encouragement and assistance.
	PE.4.R.5.Su.c Use verbal and non-verbal communication to provide encouragement and assistance for all students.
	PE.4.R.5.Pa.c Use verbal or non-verbal communication to provide encouragement for all students.

Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

BENCHMARK CODE	BENCHMARK
PE.4.R.6.1	Discuss how physical activity can be a positive opportunity for social and group interaction.
	Related Access Point(s)
	PE.4.R.6.In.a Recognize that physical activity is an opportunity for positive social interaction.
	PE.4.R.6.Su.a Recognize that physical activity with others can be a positive experience.
	PE.4.R.6.Pa.a Associate physical activity with a positive social experience.
PE.4.R.6.2	Describe the connection between skill competence and enjoyment of physical activity.
	Related Access Point(s)
	PE.4.R.6.In.b Recognize that enjoyment can come from skill competence.
	PE.4.R.6.Su.b Recognize that people enjoy physical activities they do well.
	PE.4.R.6.Pa.b Recognize that physical activity is enjoyable.
PE.4.R.6.3	Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship.
	Related Access Point(s)
	PE.4.R.6.In.c Recognize ways to celebrate one's own physical accomplishments while displaying sportsmanship.

	PE.4.R.6.Su.c Select characteristics of good sportsmanship.
	PE.4.R.6.Pa.c Select a characteristic of good sportsmanship