

The **OPEN** Academic Language Project

Based on the Virginia Physical Education Standards of Learning

Essential Strand Glossary

GRADE FOUR

THIS PROJECT IS MADE POSSIBLE THROUGH A PARTNERSHIP BETWEEN
The Virginia Department of Education
SUNY Cortland

The SUNY Cortland Activity and Movement Pedagogy Lab (AMP Lab)
& OPEN (The Online Physical Education Network)

Please share. This is an open-source project.
Kindly reference OPENPhysEd.org, The SUNY Cortland AMP Lab, and the VA DOE.



More Physical Education Curriculum Tools at www.OPENPhysEd.org
OPEN is a Public Service of US Games

The OPEN Academic Language Project

Virginia Physical Education Standards of Learning Essential Strand Glossary

MOTOR SKILL DEVELOPMENT

BALANCE

(Verb)

To keep or put something in a steady position so that it does not fall.

Ty slowly shifted his weight back and forth before he was able to balance on the Spooner Board.

(VA SOL 4.1)

CARDIORESPIRATORY ENDURANCE

(Noun)

The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

Emily worked on her cardiorespiratory endurance by doing jumping jacks until he felt his heart rate and breathing intensify.

(VA SOL 4.1)

CATCH

(Verb)

To grab and hold something that has been thrown or dropped.

Aiden had to reach up to catch the ball after it bounced very high.

(VA SOL 4.1)

DANCE

(Verb)

To perform a series of movements that match the rhythm of music.

Zoe loved to dance and put movements together to go with her favorite songs.

(VA SOL 4.1)

DISTANCE

(Noun)

The amount of space between two objects or people.

Bryce and Nolan had a competition to see who could throw a ball the farthest distance.

(VA SOL 4.1)

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DRIBBLE

(Verb)

To control a ball by giving it a series of short kicks or pushes. Soccer requires foot dribbling. Basketball requires hand dribbling. Floor hockey requires stick dribbling.

Dribble the ball as quickly as you can to beat your partner down the court.

(VA SOL 4.1)

ENDURANCE

(Noun)

The ability to continue or last. Stamina.

Samantha has high endurance, which allows her to keep moving and continue doing her activity despite being tired.

(VA SOL 4.1)

FEEDBACK

(Noun)

Information provided in reaction to a performance or action.

Mrs. Hart gave Victoria positive feedback about her outstanding aerobics routine performance. | Anthony gave feedback to his partner by telling him how he could improve his serve.

(VA SOL 4.1)

INTEGRATE

(Verb)

To combine one thing with another so that they become one whole.

When Mrs. Ryan was teaching dance, she integrated different pathways and levels into each activity.

(VA SOL 4.1)

LEVEL

(Noun)

The position of the body in relation to the floor, a person, or a piece of equipment.

Mason knew that the three levels include low, medium, and high.

(VA SOL 4.1)

LOCOMOTOR SKILLS

(Noun)

The basic ways to move your body through space.

Galloping and skipping are Evan's favorite locomotor skills.

(VA SOL 4.1)

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MANIPULATIVE SKILL

(Noun)

A movement done to or with objects, such as throwing, striking, and catching.

Preston was performing the manipulative skills of dribbling and shooting when he was playing with the basketball.

(VA SOL 4.1)

NON-LOCOMOTOR SKILLS

(Noun)

Movements that occur in body parts or the whole body, but do not cause the body to travel to another space.

To demonstrate a non-locomotor skill, Caitlin clapped to the rhythm of the music.

(VA SOL 4.1)

PACING (PACE)

(Verb)

To move at a steady and consistent speed to avoid becoming overly tired.

Caleb was pacing himself with a steady jog in order to keep playing without getting tired.

(VA SOL 4.1)

PASS

(Verb)

To move an object from one space to another, often to a person.

Josh passed the ball to Javier's hands so that it was easy to catch.

(VA SOL 4.1)

PATHWAY

(Noun)

A course along which a body moves as it travels through general space.

Lauren followed a zigzag pathway as she dribbled through the cones.

(VA SOL 4.1)

PATTERN

(Noun)

An arrangement or sequence.

While creating a dance, Liam and Brennan decided on three sets of movement patterns.

(VA SOL 4.1)

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ROLL

(Verb)

To move (or cause to move) across a surface by turning over and over.

Liz rolled across the mat with her arms tucked into her sides.

(VA SOL 4.1)

ROUTINE

(Noun)

A set sequence of steps.

The students put together a jump rope routine that was made of four different skills.

(VA SOL 4.1)

SEQUENCE

(Noun)

A pattern in which one thing follows another.

Tom created a hip-hop dance sequence in class with his partner, Charlie.

(VA SOL 4.1)

SPEED

(Noun)

The ability to move the body rapidly from one point to another.

Ralph's running speed was amazing. Sara was the only student in the entire school that could keep up with him.

(VA SOL 4.1)

STRIKE

(Verb)

To hit with force.

Ben held the bat in both hands to strike the ball off the tee.

(VA SOL 4.1)

TARGET

(Noun)

An object or place you aim at.

Brianna looked at her target before throwing the ball.

(VA SOL 4.1)

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THROWING

(Verb)

To send an object through the air by moving the arm and hand.

Nicole often practiced throwing because she played softball.

(VA SOL 4.1)

TRANSFER OF WEIGHT

(Noun)

A change in the center of gravity beyond its base of support to create movement or generate force.

Kristen transferred her weight forward when she did a cartwheel.

(VA SOL 4.1)

VOLLEY

(Verb)

To hit a ball or object up into the air many times without stopping

Wendy volleyed the balloon up into the air three times.

(VA SOL 4.1)

WALK

(Verb)

To move forward or backward one foot at a time. Walking is slower than running.

Mrs. Parker expects the students in her class to walk when they are in the hallway.

(VA SOL 4.1)

ANATOMICAL BASIS OF MOVEMENT

BLOOD VESSELS

(Noun)

Small tubes that carry blood to all parts of the body.

Oliver told Brooke that oxygen moves through blood vessels to the rest of the body.

(VA SOL 4.2)

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CARDIORESPIRATORY SYSTEM

(Noun)

A body system in which the heart, blood, vessels, and lungs work together to provide and maintain a healthy body.

Park labeled the parts of the cardiorespiratory system on the chart as the heart, lungs, blood, and vessels.

(VA SOL 4.2)

CAROTID PULSE

(Noun)

A throbbing feeling located in the side of the neck that is caused by arteries pumping blood through the body.

Maddie placed her fingers on the side of her neck to feel her carotid pulse and see how quickly her heart was beating.

(VA SOL 4.2)

CLOSE SPACE

(Verb)

To use the defensive tactic of eliminating open space in game play.

During the floor hockey unit, Mrs. Wright told her students to work on closing space in order to play better defense during games.

(VA SOL 4.2)

DELTOID

(Noun)

A muscle located in the shoulder.

The deltoid is one of the many muscles that make it possible to lift and move your arms.

(VA SOL 4.2)

GLUTEAL MUSCLES

(Noun)

The group of three muscles that make up the buttocks.

Layla wanted to strengthen her gluteal muscles, so she started doing squats in her workout.

(VA SOL 4.2)

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HEART

(Noun)

The muscular organ that pumps blood through the body.

Joshua's heart beats faster when he plays tag in physical education.

(VA SOL 4.2)

LUNGS

(Noun)

Two organs in the chest that help us breathe.

George took a deep breath to fill up his lungs.

(VA SOL 4.2)

PATELLA

(Noun)

The kneecap.

Ethan got hit in the knee, but his patella protected his knee joint.

(VA SOL 4.2)

PHALANGE

(Noun)

The bones of the fingers and toes.

When Addison thought that phalanges were only fingers, Mr. Brown corrected her by saying that phalanges are both fingers and toes.

(VA SOL 4.2)

RADIAL PULSE

(Noun)

The beat of the heart that is felt on the radial artery, which is located in the wrist.

Raegan felt her radial pulse by placing her fingers on the inside of her wrist.

(VA SOL 4.2)

SEQUENCE

(Noun)

A pattern in which one thing follows another.

Tom created a hip-hop dance sequence in class with his partner, Charlie.

(VA SOL 4.2)

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SKELETAL SYSTEM

(Noun)

The framework of the body, consisting of bones and cartilage, which protects and supports the body's internal organs.

The sternum, vertebrae, patella, and phalanges are all parts of the skeletal system.

(VA SOL 4.2)

STERNUM

(Noun)

A long flat bone that connects to the ribs; also called the breastbone.

Zeeshawn knew that the sternum is on the front of his chest and protects his heart.

(VA SOL 4.2)

FITNESS PLANNING

ANALYZE

(Verb)

To observe something to get important information about it.

Liam analyzed Caden's movements, which helped him anticipate exactly where the ball was going to go.

(VA SOL 4.3)

HEALTH-RELATED CRITERION REFERENCED TEST

(Noun)

A test with predetermined criteria that must be met for students to pass according to expectations regarding their physical health.

Mr. Spoon conducted a health-related criterion-referenced test and compared his students' scores to the those in the rest of the state.

(VA SOL 4.3)

HEALTH-RELATED FITNESS

(Noun)

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

Katie understood the importance of each component of health-related fitness and made every effort to be active for 60 minutes a day.

(VA SOL 4.3)

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REFLECT

(Verb)

To think deeply or carefully about something.

Miss Henry asked the students to reflect on the progress of their fitness goals.

(VA SOL 4.3)

SMART GOALS

(Noun)

SMART goals are specific, measurable, attainable, realistic and timely.

Connor made a SMART goal to improve his muscular strength.

(VA SOL 4.3)

SOCIAL DEVELOPMENT

APPLICATION

(Noun)

The act of putting something to use.

Mr. Boughton told the students that application of the rules and proper technique was the only way to be successful in the striking game.

(VA SOL 4.4)

COMPETITIVE

(Adjective)

Having a strong desire to achieve a goal or defeat an opponent.

Because the fourth-grade class was very competitive, Mr. Reynolds discussed conflict resolution strategies.

(VA SOL 4.4)

CONFLICT RESOLUTION

(Noun)

A way to find a positive solution to a disagreement.

Before we started our tournament games, we came up with a list of strategies for conflict resolution.

(VA SOL 4.4)

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COOPERATION

(Noun)

The process of working together for a common goal.

Keeping our PE equipment in good condition takes cooperation. We all must work together to use things the way the right way and to put them back when class is over.

(VA SOL 4.4)

ETIQUETTE

(Noun)

Rules for good behavior and manners.

John followed class etiquette in physical education by taking turns with equipment and listening respectfully to the ideas of others.

(VA SOL 4.4)

INTEGRITY

(Noun)

The quality of being honest and having strong moral character.

Mrs. Crandall taught integrity as a one of the most important characteristics in sports as well as in daily life.

(VA SOL 4.4)

PHYSICAL ACTIVITY

(Noun)

Any physical movement that uses the body's energy.

Taking a walk with my family is a great physical activity and helps us stay healthy.

(VA SOL 4.4)

PROCEDURE

(Noun)

A series of actions done in a certain order or manner.

After Brayden's injury at recess, the class followed safety procedures to prevent future injuries.

(VA SOL 4.4)

PRODUCTIVE

(Adjective)

Having results that are helpful or useful.

Mr. Borkowski hoped that his students would work in a productive manner towards their fitness goals outside of class.

(VA SOL 4.4)

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RESOLVE

(Verb)

To settle or find a solution to a problem or disagreement.

Karamia and Sabella needed the help of Ms. James to resolve their conflict.

(VA SOL 4.4)

ENERGY BALANCE

CALORIES

(Noun)

Energy from food that fuels our body.

Riley understood that calories from healthy fats, fruits, vegetables, and whole grains are better than calories that come from junk food.

(VA SOL 4.5)

CARBOHYDRATES

(Noun)

A macronutrient that comes from grains, fruits, and vegetables.

Choosing carbohydrates like brown rice, whole grain bread, and fruits and vegetables is important to maintaining a healthy diet.

(VA SOL 4.5)

ENERGY BALANCE

(Noun)

Relates to good nutrition (energy in) and physical activity (energy out).

Mandy started writing down the food she ate and her physical activity to learn about her energy balance.

(VA SOL 4.5)

EXCESSIVE

(Adjective)

An overabundance of something. More than necessary or normal.

Stacey told Kerri that excessive salt intake can lead to high blood pressure and other health problems.

(VA SOL 4.5)

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FAT

(Noun)

A macronutrient found in meats, nuts, oils, fish, and some dairy products.

Mrs. Benson taught us that not all fat is bad; there are some good fats that help our bodies function.

(VA SOL 4.5)

HYDRATION

(Noun)

A supply of water to the body to restore or maintain a balance of fluids.

Liam drinks water before, during, and after exercising to maintain a high level of hydration. By staying hydrated, he can perform his best.

(VA SOL 4.5)

INTAKE

(Noun)

The amount of something (i.e. food) taken into the body.

Jennie started to pay attention to her sugar intake when she learned about nutrition in class.

(VA SOL 4.5)

MACRONUTRIENTS

(Noun)

Nutrients required in large amounts for proper body functioning, including protein, fat, and carbohydrates.

Lucas identified fats, proteins, and carbohydrates as the macronutrients used in the human body.

(VA SOL 4.5)

MODERATE

(Adjective)

Average in amount or intensity.

Mr. Renta had his students choose a moderate physical activity.

(VA SOL 4.5)

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PROTEIN

(Noun)

A macronutrient that comes from meat, eggs, and beans.

Since Vanessa is a vegetarian, her source of protein is through foods like beans rather than meat.

(VA SOL 4.5)

VIGOROUS

(Adjective)

Done with great force and energy.

Vera exercised vigorously to condition her cardiovascular system.

(VA SOL 4.5)