

Physical Education Grade 4

Course # 5015060

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the CPALMS.org Physical Education Benchmarks. The emphasis is on manipulating objects in and through space. Students will learn to demonstrate the correct techniques for using manipulatives including throwing, catching, striking, kicking, trapping, and dribbling. Students will learn to analyze their performance in order to learn or improve a movement skill. Students will continue to learn fitness concepts, participate in a variety of fitness development exercises, and learn to assess their personal fitness. Working together as part of a group, students will learn to appreciate personal differences and value the rights of others. Units of instruction may include but are not limited to playground rules and games; fitness pre- and post-testing; jump rope; throwing, rolling, and catching; striking with hands; striking with implements; striking with feet; new games; parachutes; rhythms and dance.

The content should include, but not be limited to, the following:

- **Core Concepts (health behaviors, disease prevention, body parts following rules and safety)**
- **Accessing Information (family rules, friend behavior, reliable resources and following rules)**
- **Internal and External Influences (warning labels and trusted adults/professionals)**
- **Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills)**
- **Decision Making (positive or negative health enhancing choices, healthy options)**
- **Self-Management (reducing risks)**
- **Advocacy (positive promotion, school and community rules)**

Yearly Outlook

PE Quarter 1	<u>Movement Competency</u> <u>M- (Learning goal)</u> <u>Students will:</u>	<u>Cognitive Abilities</u> <u>C – (Learning goal)</u> <u>Students will:</u>	<u>Lifetime Fitness</u> <u>L – (learning goal)</u> <u>Students will:</u>	<u>Responsible Behaviors and Values</u> <u>R – (learning goal)</u> <u>Students will:</u>
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Grade 4	<ul style="list-style-type: none"> ○ Apply skill-related movement concepts to the performance of locomotor skills in a variety of movement settings. 	<ul style="list-style-type: none"> ○ Understand the importance of purposeful movement and observance of safety rules and procedures in all activities. 	<ul style="list-style-type: none"> ○ Identify and perform moderate and vigorous physical activities that improve specific fitness components. ○ Develop short and long term fitness goals using principles of fitness. 	<ul style="list-style-type: none"> ○ Exhibit responsible and respectful personal and social behavior and sportsmanship in physical-activity settings.
PE Quarter 2	<p align="center"><u>Movement Competency</u> <u>M- (Learning goal)</u> <u>Students will:</u></p>	<p align="center"><u>Cognitive Abilities</u> <u>C – (Learning goal)</u> <u>Students will:</u></p>	<p align="center"><u>Lifetime Fitness</u> <u>L – (learning goal)</u> <u>Students will:</u></p>	<p align="center"><u>Responsible Behaviors and Values</u> <u>R – (learning goal)</u> <u>Students will:</u></p>
Grade 4	<ul style="list-style-type: none"> ○ Dribble and catch objects of different sizes and weights passed by stationary and moving partner from varying distances and directions observing basic offense and defense tactics. ○ Run and hurdle a succession of low to medium level obstacles successfully. 	<ul style="list-style-type: none"> ○ Compare and contrast skills/sports that use similar movement patterns and detect errors in personal movement patterns. 	<ul style="list-style-type: none"> ○ Explain principles of fitness and use technology to pursue and enhance participation in physical and fitness activities, including maintaining target heart rate. 	<ul style="list-style-type: none"> ○ List ways to encourage others and demonstrate positive commenting and feedback.
PE Quarter 3	<p align="center"><u>Movement Competency</u> <u>M- (Learning goal)</u> <u>Students will:</u></p>	<p align="center"><u>Cognitive Abilities</u> <u>C – (Learning goal)</u> <u>Students will:</u></p>	<p align="center"><u>Lifetime Fitness</u> <u>L – (learning goal)</u> <u>Students will:</u></p>	<p align="center"><u>Responsible Behaviors and Values</u> <u>R – (learning goal)</u> <u>Students will:</u></p>
Grade 4	<ul style="list-style-type: none"> ○ Strike using body parts and various implements both moving and stationary objects from a stationary and/or moving position with accuracy for direction and height. 	<ul style="list-style-type: none"> ○ Discuss importance of hydration, sun protection, water safety and pedestrian responsibility. ○ Identify proper warm-up and cool-down techniques and the reasons for using them. 	<ul style="list-style-type: none"> ○ Identify opportunities for involvement in physical activities before, during or after the school day. 	<ul style="list-style-type: none"> ○ Discuss how physical activity can be a positive opportunity for social and group interaction.
PE Quarter 4	<p align="center"><u>Movement Competency</u> <u>M- (Learning goal)</u> <u>Students will:</u></p>	<p align="center"><u>Cognitive Abilities</u> <u>C – (Learning goal)</u> <u>Students will:</u></p>	<p align="center"><u>Lifetime Fitness</u> <u>L – (learning goal)</u> <u>Students will:</u></p>	<p align="center"><u>Responsible Behaviors and Values</u> <u>R – (learning goal)</u> <u>Students will:</u></p>
	<ul style="list-style-type: none"> ○ Perform one dance with self-designed gymnastics sequence consisting of a clear beginning and ending balances, three different movement elements with correct technique and smooth transitions. ○ Perform 2 or more dances accurately. 	<ul style="list-style-type: none"> ○ Understand how technology can be used to gather information about performance. 	<ul style="list-style-type: none"> ○ Identify and practice ways to improve fitness through informal and formal fitness assessments. 	<ul style="list-style-type: none"> ○ Discuss the influence of individual differences on participation and the connection of skill competence and enjoyment of physical activities.

Grade 4 (#5015060) 2022 - And Beyond (current)

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Course Standards

Name	Description
PE.4.C.2.1:	Understand the importance of 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.
PE.4.C.2.3:	Use technology to gather information about 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:	Detect errors in personal movement patterns.
PE.4.C.2.6:	Compare and discuss skills/sports 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.2.8:	Identify the importance of hydration before, during and after physical activity.
PE.4.C.2.9:	Identify basic offensive and defensive tactics for modified invasion and net activities.
PE.4.L.3.1:	Identify a moderate physical activity.
PE.4.L.3.2:	Identify a vigorous physical activity.
PE.4.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.4.L.3.4:	Identify 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.
PE.4.L.3.6:	Discuss the importance of wearing a bicycle helmet.
PE.4.L.4.1:	Identify the muscles being strengthened during the performance of specific activities.
PE.4.L.4.2:	Identify several activities related to each component of 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.
PE.4.L.4.4:	Identify ways to participate in selected 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.
PE.4.L.4.6:	Identify how specific stretches increase flexibility and reduce the chance of injury.
PE.4.L.4.7:	Understand appropriate serving size.
PE.4.L.4.8:	Explain the principles of physical fitness.
PE.4.L.4.9:	Develop short- and long-term fitness goals.
PE.4.L.4.10:	Describe ways that technology can assist in the pursuit of physical fitness.
PE.4.M.1.1:	Apply movement concepts to the performance of locomotor skills in a variety of movement settings.
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.
PE.4.M.1.3:	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.
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.
PE.4.M.1.5:	Dribble and pass to a moving partner.
PE.4.M.1.6:	Perform a variety of swim strokes.

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.
PE.4.M.1.8:	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.
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.
PE.4.M.1.10:	Perform two or more dances accurately.
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.
PE.4.M.1.12:	Run and hurdle a succession of low- to medium-level obstacles.
PE.4.R.5.1:	Discuss the influence of individual differences on participation in physical activities.
PE.4.R.5.2:	List ways to encourage others while refraining from insulting/negative statements.
PE.4.R.5.3:	Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.
PE.4.R.6.1:	Discuss how physical activity can be a positive opportunity for social and group interaction.
PE.4.R.6.2:	Describe the connection between skill competence and enjoyment of physical activity.
PE.4.R.6.3:	Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship.
	Actively participate in effortful learning both individually and collectively.
	Mathematicians who participate in effortful learning both individually and with others:
MA.K12.MTR.1.1:	<ul style="list-style-type: none"> • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

[MA.K12.MTR.2.1:](#)

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

[MA.K12.MTR.3.1:](#)

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.

- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

[MA.K12.MTR.6.1:](#)

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

[MA.K12.MTR.7.1:](#)

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

[ELA.K12.EE.1.1:](#)

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

Clarifications:

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

[ELA.K12.EE.3.1:](#)

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

[ELA.K12.EE.4.1:](#)

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	<p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
HE.4.B.3.3:	Examine resources from home, school and community that provide valid health information.
HE.4.C.1.2:	Identify examples of mental/emotional, physical, and social health.
HE.4.C.2.6:	Explain how technology influences personal thoughts, feelings, and health behaviors.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

General Information

Course Number: 5015060

Course Path: Section: Grades PreK to 12
Education Courses > **Grade Group:** Grades
PreK to 5 Education Courses > **Subject:**
Physical Education > **SubSubject:** General >

Abbreviated Title: PHYSICAL
EDUCATION 4

Course Attributes:

- Florida Standards Course

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Course Status: State Board Approved

Grade Level(s): 4

There are more than 961 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2022%20-%20And%20Beyond%20\(current\)/PreviewCourse/Preview/21372](https://www.cpalms.org?title=2022%20-%20And%20Beyond%20(current)/PreviewCourse/Preview/21372)