Florida Physical Education

Grade 4

Adopted 2013

Movement Competency

1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

1. Apply movement concepts to the performance of locomotor skills in a variety of movement settings. PE.4.M.1.1
2. Strike a moving object using body parts so that the object travels in the intended direction at the desired height. PE.4.M.1.2
3. Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern. PE.4.M.1.3
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.1.4
5. Dribble and pass to a moving partner. PE.4.M.1.5
6. Perform a variety of swim strokes. PE.4.M.1.6
7. Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances. PE.4.M.1.7
8. Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion. PE.4.M.1.8
9. Perform a teacher-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions. PE.4.M.1.9
10. Perform two or more dances accurately. PE.4.M.1.10
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.1.11
12. Run and hurdle a succession of low- to medium-level obstacles. PE.4.M.1.12

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Access Point for Students with Significant Cognitive Disabilities

Independent

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.IN.A

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.IN.B

c. Strike a modified object more than once using a paddle/racket demonstrating a forehand pattern. PE.4.M.1.IN.C

d. Strike both moving and stationary objects with long-handled implements so the objects travel. PE.4.M.1.IN.D

e. Dribble and pass to a stationary partner. PE.4.M.1.IN.E

f. Perform a swim stroke, such as front crawl, backstroke, elementary back stroke or modified breaststroke. PE.4.M.1.IN.F

g. Move in different directions to catch modified objects of different sizes thrown by a stationary partner from varying distances. PE.4.M.1.IN.G

h. Throw balls of various sizes and weights to a stationary partner using an overhand motion from a distance. PE.4.M.1.IN.H

i. Perform a teacher-designed sequence with or without manipulatives, such as tinikling poles, lummi sticks or jump ropes, while demonstrating purposeful movements and smooth transitions. PE.4.M.1.IN.I

j. Perform more than one dance, such as square, contra, step or social. PE.4.M.1.IN.J

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.IN.K

l. Run and jump over a low- or medium-level obstacle. PE.4.M.1.IN.L

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Supported

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.SU.A

b. Strike a moving object from a stationary position using body parts so that the object travels. PE.4.M.1.SU.B

c. Strike a modified object more than once using a modified paddle/racket demonstrating a forehand pattern. PE.4.M.1.SU.C

d. Strike both moving and stationary objects with long-handled implements. PE.4.M.1.SU.D

e. Control the ball while dribbling (with hands or feet). PE.4.M.1.SU.E

f. Perform a guided swim stroke. PE.4.M.1.SU.F

g. Move in different directions to trap modified objects of different sizes thrown by a stationary partner from varying distances. PE.4.M.1.SU.G

h. Throw a ball in the direction of a stationary partner from varying distances. PE.4.M.1.SU.H

i. Perform a teacher designed sequence with or without manipulatives, such as tinikling poles, lummi sticks, or jump ropes, demonstrating purposeful movements. PE.4.M.1.SU.I

j. Imitate a pattern of steps associated with a variety of dances. PE.4.M.1.SU.J

k. Perform a basic gymnastics sequence with a beginning, more than one rolling action and an ending. PE.4.M.1.SU.K

l. Walk and jump over a low-level obstacle. PE.4.M.1.SU.L

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Participatory

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.PA.A

b. Swing at a moving object from a stationary position using body parts. PE.4.M.1.PA.B

c. Swing at a modified object using a modified paddle/racket. PE.4.M.1.PA.C

d. Strike a modified moving object with a modified, long-handled implement. PE.4.M.1.PA.D

e. Throw or kick a ball in a specified direction. PE.4.M.1.PA.E

f. Perform a guided, modified swim stroke. PE.4.M.1.PA.F

g. Trap modified objects of different sizes with both hands tossed from a distance. PE.4.M.1.PA.G

h. Toss modified objects from a distance. PE.4.M.1.PA.H

i. Imitate a teacher designed movement sequence with or without manipulatives, demonstrating purposeful movements. PE.4.M.1.PA.I

j. Perform a guided movement associated with more than one dance, such as square, contra, step or social. PE.4.M.1.PA.J

k. Perform a basic gymnastics sequence with a beginning, a rolling action and an ending. PE.4.M.1.PA.K

l. Jump over a low-level obstacle. PE.4.M.1.PA.L

Cognitive Abilities

2 **Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.**

1. Understand the importance of purposeful movement in a variety of movement settings. PE.4.C.2.1
2. Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. PE.4.C.2.2
3. Use technology to gather information about performance. PE.4.C.2.3
4. Understand the importance of protecting parts of the body from the harmful rays of the sun. PE.4.C.2.4
5. Detect errors in personal movement patterns. PE.4.C.2.5
6. Compare and discuss skills/sports that use similar movement patterns. PE.4.C.2.6
7. Identify proper warm-up and cool-down techniques and the reasons for using them. PE.4.C.2.7
8. Identify the importance of hydration before, during and after physical activity. PE.4.C.2.8

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. Identify basic offensive and defensive tactics for modified invasion and net activities. PE.4.C.2.9

Access Point for Students with Significant Cognitive Disabilities

Independent

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.IN.A

b. Identify the importance of safety rules and procedures in all physical activities. PE.4.C.2.IN.B

c. Use selected technology, such as pedometers, heart-rate monitors and videos, to gather information about performance. PE.4.C.2.IN.C

d. Identify the importance of protecting parts of the body from the harmful rays of the sun. PE.4.C.2.IN.D

e. Recognize errors in personal movement patterns. PE.4.C.2.IN.E

f. Identify skills and sports that use similar movement patterns. PE.4.C.2.IN.F

g. Recognize proper warm-up and cool-down techniques and the reasons for using them. PE.4.C.2.IN.G

h. Recognize the importance of hydration before, during and after physical activity. PE.4.C.2.IN.H

i. Recognize basic offensive and defensive tactics for modified invasion and net activities. PE.4.C.2.IN.I

Supported

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.SU.A

b. Recognize the importance of safety rules and procedures in all physical activities. PE.4.C.2.SU.B

c. Use a technology, such as pedometers, heart-rate monitors and videos, to gather information about performance. PE.4.C.2.SU.C

d. Recognize the importance of protecting parts of the body from the harmful rays of the sun. PE.4.C.2.SU.D

e. Recognize an error in personal movement patterns. PE.4.C.2.SU.E

f. Identify skills that use similar movement patterns. PE.4.C.2.SU.F

g. Recognize a proper warm-up and cool-down technique and the reason for using them. PE.4.C.2.SU.G

h. Recognize the importance of hydration during physical activity. PE.4.C.2.SU.H

i. Recognize a basic offensive or defensive tactic for modified invasion and net activities. PE.4.C.2.SU.I

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Participatory

a. Recognize sequence and rhythm in purposeful movement in a variety of movement settings. PE.4.C.2.PA.A

b. Recognize the importance of safety rules and procedures in selected physical activities. PE.4.C.2.PA.B

c. Recognize a technology, such as videos, pedometers or heart-rate monitors, used to assess performance. PE.4.C.2.PA.C

d. Recognize that the sun can be harmful. PE.4.C.2.PA.D

e. Recognize an error in a selected personal-movement pattern. PE.4.C.2.PA.E

f. Recognize skills that use similar movement patterns. PE.4.C.2.PA.F

g. Recognize a proper warm-up or cool-down technique and the reason for using it. PE.4.C.2.PA.G

h. Recognize that the body needs water. PE.4.C.2.PA.H

i. Recognize a defensive tactic, such as raising arms and hands in front of face. PE.4.C.2.PA.I

Lifetime Fitness

3 Participate regularly in physical activity.

1. Identify a moderate physical activity. PE.4.L.3.1
2. Identify a vigorous physical activity. PE.4.L.3.2
3. Identify opportunities for involvement in physical activities during the school day. PE.4.L.3.3
4. Identify opportunities for involvement in physical activities after the school day. PE.4.L.3.4
5. Implement at least one lifestyle behavior to increase physical activity. PE.4.L.3.5
6. Discuss the importance of wearing a bicycle helmet. PE.4.L.3.6

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize a moderate physical activity. PE.4.L.3.IN.A

b. Recognize a vigorous physical activity. PE.4.L.3.IN.B

c. Recognize opportunities for involvement in selected physical activities during the school day. PE.4.L.3.IN.C

d. Recognize selected opportunities for involvement in physical activities after the school day. PE.4.L.3.IN.D

e. Use one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading or walking. PE.4.L.3.IN.E

f. Identify a consequence of not wearing a bicycle helmet. PE.4.L.3.IN.F

Supported

a. Recognize a moderate modified physical activity. PE.4.L.3.SU.A

b. Recognize a physical activity. PE.4.L.3.SU.B

c. Recognize opportunities for involvement in modified physical activities during the school day. PE.4.L.3.SU.C

d. Recognize an opportunity for involvement in physical activities after the school day. PE.4.L.3.SU.D

e. Perform one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading or walking. PE.4.L.3.SU.E

f. Recognize a consequence of not wearing a bicycle helmet. PE.4.L.3.SU.F

Participatory

a. Recognize a modified physical activity. PE.4.L.3.PA.A

b. Explore physical activities. PE.4.L.3.PA.B

c. Recognize an opportunity for involvement in a selected modified physical activity during the school day. PE.4.L.3.PA.C

d. Associate involvement in physical activities with experiences after the school day. PE.4.L.3.PA.D

e. Perform one guided lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading or walking. PE.4.L.3.PA.E

f. Associate a bicycle helmet with safety. PE.4.L.3.PA.F

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

1. Identify the muscles being strengthened during the performance of specific activities. PE.4.L.4.1
2. Identify several activities related to each component of physical fitness. PE.4.L.4.2
3. Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity. PE.4.L.4.3

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4. Identify ways to participate in selected physical activities for the purpose of improving physical fitness. PE.4.L.4.4
5. Identify ways to participate in formal and informal physical fitness assessment. PE.4.L.4.5
6. Identify how specific stretches increase flexibility and reduce the chance of injury. PE.4.L.4.6
7. Understand appropriate serving size. PE.4.L.4.7
8. Explain the principles of physical fitness. PE.4.L.4.8
9. Develop short- and long-term fitness goals. PE.4.L.4.9
10. Describe ways that technology can assist in the pursuit of physical fitness. PE.4.L.4.10

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify the part of the body being strengthened during physical activities, such as arm muscles or leg muscles. PE.4.L.4.IN.A

b. Recognize activities related to each component of physical fitness. PE.4.L.4.IN.B

c. Maintain an elevated heart rate for a short period of time during an aerobic activity. PE.4.L.4.IN.C

d. Identify ways to participate in selected modified physical activities for the purpose of improving physical fitness. PE.4.L.4.IN.D

e. Identify ways to participate in modified formal and informal physical fitness assessment. PE.4.L.4.IN.E

f. Recognize that specific stretches reduce the chance of injury. PE.4.L.4.IN.F

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.IN.G

h. Identify principles of physical fitness, such as progression, overload and specificity. PE.4.L.4.IN.H

i. Select short- and long-term fitness goals. PE.4.L.4.IN.I

j. Identify ways that technology can assist in the pursuit of physical fitness. PE.4.L.4.IN.J

Supported

a. Recognize the part of the body being strengthened during physical activities, such as arm muscles or leg muscles. PE.4.L.4.SU.A

b. Recognize an activity related to selected components of physical fitness. PE.4.L.4.SU.B

c. Achieve a target heart rate during an aerobic activity PE.4.L.4.SU.C

d. Recognize ways to participate in a selected modified physical activity for the purpose of improving physical fitness. PE.4.L.4.SU.D

e. Identify ways to participate in selected modified formal and informal physical fitness assessment. PE.4.L.4.SU.E

f. Recognize that stretches reduce chances of injury. PE.4.L.4.SU.F

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.SU.G

h. Recognize the principles of physical fitness, such as progression, overload and specificity. PE.4.L.4.SU.H

i. Identify short- and long-term fitness goals. PE.4.L.4.SU.I

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j. Recognize ways that technology can assist in the pursuit of physical fitness. PE.4.L.4.SU.J

Participatory

a. Associate a physical activity with strengthening a part of the body. PE.4.L.4.PA.A

b. Recognize an activity related to physical fitness. PE.4.L.4.PA.B

c. Increase heart rate during an aerobic activity. PE.4.L.4.PA.C

d. Recognize ways to participate in guided, modified physical activities for the purpose of improving physical fitness. PE.4.L.4.PA.D

e. Recognize ways to participate, with assistance, in modified formal and informal physical fitness assessment. PE.4.L.4.PA.E

f. Associate stretching with safety. PE.4.L.4.PA.F

g. Associate serving size with amount of food. PE.4.L.4.PA.G

h. Recognize a principle of physical fitness such as progression, overload and specificity. PE.4.L.4.PA.H

i. Recognize a fitness goal. PE.4.L.4.PA.I

j. Recognize a way that technology can assist in the pursuit of physical fitness. PE.4.L.4.PA.J

Responsible Behaviors and Values

5 **Exhibit responsible personal and social behavior that respects self and others in physicalactivity settings.**

1. Discuss the influence of individual differences on participation in physical activities. PE.4.R.5.1
2. List ways to encourage others while refraining from insulting/negative statements. PE.4.R.5.2
3. Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance. PE.4.R.5.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize the impact of individual differences, such as age, gender, culture or skill level in physical activities. PE.4.R.5.IN.A

b. Recognize ways to encourage others and refrain from put-down statements. PE.4.R.5.IN.B

c. Demonstrate caring for all students through verbal and non-verbal encouragement and assistance. PE.4.R.5.IN.C

Supported

a. Recognize the impact of individual differences, such as age, gender or skill level in physical activities. PE.4.R.5.SU.A

b. Recognize a way to encourage and be kind to others. PE.4.R.5.SU.B

c. Use verbal and non-verbal communication to provide encouragement and assistance for all students. PE.4.R.5.SU.C

Participatory

a. Recognize an individual difference in physical activities. PE.4.R.5.PA.A

b. Communicate encouragement to others. PE.4.R.5.PA.B

c. Use verbal or nonverbal communication to provide encouragement for all students. PE.4.R.5.PA.C

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

1. Discuss how physical activity can be a positive opportunity for social and group interaction. PE.4.R.6.1
2. Describe the connection between skill competence and enjoyment of physical activity. PE.4.R.6.2
3. Discuss ways to celebrate one's own physical accomplishments while displaying PE.4.R.6.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize that physical activity is an opportunity for positive social interaction. PE.4.R.6.IN.A

b. Recognize that enjoyment can come from skill competence. PE.4.R.6.IN.B

c. Recognize ways to celebrate one's own physical accomplishments while displaying sportsmanship. PE.4.R.6.IN.C

Supported

a. Recognize that physical activity with others can be a positive experience. PE.4.R.6.SU.A

b. Recognize that people enjoy physical activities they do well. PE.4.R.6.SU.B

c. Select characteristics of good sportsmanship. PE.4.R.6.SU.C

Participatory

a. Associate physical activity with a positive social experience. PE.4.R.6.PA.A

b. Recognize that physical activity is enjoyable. PE.4.R.6.PA.B

c. Select a characteristic of good sportsmanship PE.4.R.6.PA.C