

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. Methods of instruction may include but are not limited to playground rules and games; fitness and posttesting; 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 nonverbal, active listening and refusal skills)
- Decision Making (positive or negative health enhancing choices, healthy options)
- SelfManagement(reducing risks)
- Advocacy (positive promotion, school and community rules)

Yearly Outlook

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.

<u>PE.4.L.3.5:</u>	Implement at least one lifestyle behavior to increase physical activity.
<u>PE.4.L.3.6:</u>	Discuss the importance of wearing a bicycle helmet.
<u>PE.4.L.4.1:</u>	Identify the muscles being strengthened during the performance of specific activities.
<u>PE.4.L.4.2:</u>	Identify several activities related to each component of physical fitness.
<u>PE.4.L.4.3:</u>	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
<u>PE.4.L.4.4:</u>	Identify ways to participate in selected physical activities for the purpose of improving physical fitness.
<u>PE.4.L.4.5:</u>	Identify ways to participate in formal and informal physical fitness assessment.
<u>PE.4.L.4.6:</u>	Identify how specific stretches increase flexibility and reduce the chance of injury.
<u>PE.4.L.4.7:</u>	Understand appropriate serving size.
<u>PE.4.L.4.8:</u>	Explain the principles of physical fitness.
<u>PE.4.L.4.9:</u>	Develop short- and long-term fitness goals.
<u>PE.4.L.4.10:</u>	Describe ways that technology can assist in the pursuit of physical fitness.
<u>PE.4.M.1.1:</u>	Apply movement concepts to the performance of locomotor skills in a variety of movement settings.
<u>PE.4.M.1.2:</u>	Strike a moving object using body parts so that the object travels in the intended direction at the desired height.

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

Clarifications:

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.

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.

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:](#)

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 (on.)TJ ()Tj 20.28 0 Td 1 (ki)-2 (

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.0 1 Tp Tf 0.00-8 (en)-8 (cert)NSP (g)-4(34 (i)-2Kf)5 ((s)-1 .5)4 (sdu)4 (om)-2 (m)

Course Attributes:

- Florida Standards Course

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Course Status: State Board Approved