

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

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 tinkling 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

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 tinkling 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

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](#)
9. 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

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](#)

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

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](#)
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](#)

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](#)
- 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 physical activity 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](#)

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](#)

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](#)

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](#)