

Grade 4 Physical Education (#5015060) Scope & Sequence 2018-2019

External factors such as weather, space availability, etc. may impact actual dates of units.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><u>Introduction to Physical Education: Safety, Rules and Procedures, Conflict Resolution</u> (1 week)</p> <p>PE.4.C.2.2 - Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.</p> <p>PE.4.R.5.2 - List ways to encourage others while refraining from insulting/negative statements.</p> <p>PE.4.R.5.3 - Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.</p> <p>PE.4.R.6.3 - Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship.</p> <p><u>Locomotor Skills/ Movement Concepts and Patterns</u> (2 weeks)</p>	<p><u>Cooperative Games (continued)</u> (2 weeks)</p> <p>PE.4.R.5.1 - Discuss the influence of individual differences on participation in physical activities.</p> <p><u>Team Games/Offense and Defense</u> (2 weeks)</p> <p>PE.4.C.2.9 - Identify basic offensive and defensive tactics for modified invasion and net activities.</p> <p><u>Nutrition</u> (1 week)</p> <p>PE.4.L.4.7 - Understand appropriate serving size.</p> <p><u>Health Related Physical Fitness: Muscular Strength, Endurance & Flexibility</u> (2 weeks)</p>	<p><u>Manipulatives: Kicking/ Catching/Throwing/Dribbling</u> (4 weeks)</p> <p>PE.4.M.1.5 - Dribble and pass to a moving partner.</p> <p>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.</p> <p>PE.4.M.1.8 - Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.</p> <p><u>Striking with Body Parts</u> (3 weeks)</p> <p>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.</p> <p><u>Striking with Implements</u> (4 weeks)</p>	<p><u>Lifetime Physical Activity & Behaviors: Technology/ Warm up-Cool down</u> (5 weeks)</p> <p>PE.4.C.2.7 - Identify proper warm-up and cool-down techniques and the reasons for using them.</p> <p>PE.4.C.2.8 - Identify the importance of hydration before, during and after physical activity.</p> <p>PE.4.L.3.1 - Identify a moderate physical activity.</p> <p>PE.4.L.3.2 - Identify a vigorous physical activity.</p> <p>PE.4.L.3.3 - Identify opportunities for involvement in physical activities during the school day.</p> <p>PE.4.L.3.4 - Identify opportunities for involvement in physical activities after the school day.</p> <p>PE.4.L.3.5 - Implement at least one lifestyle behavior to increase physical activity.</p> <p>PE.4.L.4.10 - Describe ways that technology can assist in the</p>

<p>PE.4.C.2.1 - Understand the importance of purposeful movement in a variety of movement settings 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.M.1.1 - Apply movement concepts to the performance of locomotor skills in a variety of movement settings.</p> <p style="text-align: center;"><u>Jumping & Landing</u> (2 weeks)</p> <p>PE.4.M.1.12 - Run and hurdle a succession of low- to medium-level obstacles.</p> <p style="text-align: center;"><u>Fitness Assessment pre-test/ Goals</u> (3 weeks)</p> <p>PE.4.C.2.3 - Use technology to gather information about performance. PE.4.L.4.5 - Identify ways to participate in formal and informal physical fitness assessment.</p>	<p>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.4.4 - Identify ways to participate in selected physical activities for the purpose of improving physical fitness. PE.4.L.4.6 - Identify how specific stretches increase flexibility and reduce the chance of injury. PE.4.R.6.1 - Discuss how physical activity can be a positive opportunity for social and group interaction.</p> <p style="text-align: center;"><u>Educational Dance/ Educational Gymnastics</u> (2 weeks)</p> <p>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.M.1.9 - Perform a teacher-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and</p>	<p>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.</p>	<p>pursuit of physical fitness. PE.4.R.6.2 - Describe the connection between skill competence and enjoyment of physical activity.</p> <p style="text-align: center;"><u>Fitness Assessment post-test</u> (3 weeks)</p> <p>PE.4.L.4.5 - Identify ways to participate in formal and informal physical fitness assessment. PE.4.L.4.8 - Explain the principles of physical fitness.</p> <p style="text-align: center;"><u>Bicycle Safety</u> (1 week) (The length of this unit will be ~3 weeks if certified teacher is utilizing a bicycle trailer to implement the Florida Traffic & Bicycle Safety Education Program. The timeframe will also need to be adjusted to accommodate the availability of the trailer.)</p> <p>PE.4.L.3.6 - Discuss the importance of wearing a bicycle helmet.</p> <p style="text-align: center;"><u>Aquatics/Heat/Sun Safety</u></p>
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<p>PE.4.L.4.9 - Develop short- and long-term fitness goals.</p> <p style="text-align: center;"><u>Cooperative Games</u> (1 week)</p> <p>PE.4.R.5.1 - Discuss the influence of individual differences on participation in physical activities.</p>	<p>smooth transitions.</p> <p>PE.4.M.1.10 - Perform two or more dances accurately.</p> <p>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.</p>		<p style="text-align: center;">(1 week)</p> <p>PE.4.C.2.4 - Understand the importance of protecting parts of the body from the harmful rays of the sun.</p> <p>PE.4.M.1.6 - Perform a variety of swim strokes.</p> <p style="text-align: center;">End of Course Assessment (1 week)</p>
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ELL Standards, embedded throughout the course

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

Mathematical Standards, embedded throughout the course

MAFS.4.G.1.3 - Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Language Arts Standards, embedded throughout the course

LAFS.K12.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Health Standards, embedded throughout the course

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.