

**Belvidere Cluster Wide  
Physical Education Curriculum  
Grade 4  
Updated Fall 2018**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Education & Training
- Finance
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

**21st Century Skills/ Themes**

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **Integrated Accommodations and Modifications**

#### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

#### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format

- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# Unit #1, Physical Education, Movement Education/Rhythm, Gr. 4

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **September**  
Length: **30 days**  
Status: **Published**

## Enduring Understanding

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Health and fitness can be achieved by a wide variety of movements both individually and as a group. Feedback is important in order to improve one's performance of a skill or movement.

## Essential Questions

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What movements can affect a person's health and fitness?

How can you utilize teacher and peer feedback to improve your performance?

Why can some movement patterns be utilized in multiple games, activities, or dance and others cannot?

## New Jersey Student Learning Standards

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HPE.2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HPE.2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
HPE.2.5.4.A.4 HPE.2.5.4.A.2	Correct movement errors in response to feedback and explain how the change improves performance. Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.6.4.A.1 HPE.2.5.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity. Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

## Student Learning Objectives

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Explain how executing essential elements of movement may affect one's personal health and fitness.

Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games, activities or dance.

Combine accurate rhythm, coordination, and movement patterns while participating in games, activities and dance.

Produce specialized movement forms at the beginning level.

Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement.

Develop a fitness routine using a combination of skills that will demonstrate the components of fitness.

Utilize feedback to improve performance.

## Instructional Activities

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Dance- (Group, Line, Macarone, Salsa, Waltz, Cha Cha, Cotton Eye Joe, Cupid Shuffle, and etc.)

Gymnastics Routine- With/W.O Music and Partners

Gymnastics Skills- Forward roll, Backward roll, Side tuck roll, Candle stick, X balance, Plane Balance, 360, 180, Cartwheel, Round off, Bridge, Backbend, Log roll, Headstand, and etc.

Dance/Music Video

Peer Observation- Analyze routines (sound, text, silence, and structure)

Dance posters (Culture and history)

Jump Rope Activities: Basic skills - jumping with a partner, side swish, double under, crossing

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## **Interdisciplinary Connections**

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Social studies- History of Dance  
Music/Fine Arts- Dance Routine

## **Assessment**

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Dance Rubric  
Gymnastics Skill Checklist  
Peer/Self-Assessment  
Peer Observation  
Teacher Observation  
Test/Quiz  
Written homework

## **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no (skills-based question cards)

## **Summative assessments**

Post Skills Tests  
End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals  
Skill Labs  
Fitness Logs

## **Benchmark assessments**

Teacher created standards-based assessment

## **Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio  
Skills exhibit

## **Texts and Resources**

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Pecentral.org  
Sparkepe.org  
Shapeamerica.org  
Dynamic Physical Education for Elementary School Children. Sixth Edition. by Dauer, Victor & Pangrazi, Robert  
[http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills\\_UCM\\_001270\\_Article.jsp#.V3FVx\\_mDGko](http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.V3FVx_mDGko)

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# Unit #2, Physical Education, Wellness, Gr. 4

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **November**  
Length: **30 days**  
Status: **Published**

## Enduring Understanding

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Fitness and physical activity have many benefits in all realms of a person's health, but to receive the full benefit, it is important determine factors that will impact one's health both positively and negatively.

## Essential Questions

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What are some strategies that would improve each health-related and skill-related component of fitness?

What are some "SMART" goals that relate to your personal level of fitness?

What are some factors, positive and negative, that can impact a person's fitness level?

## New Jersey Student Learning Standards

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HPE.2.6.4	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.4.A	Fitness and Physical Activity
HPE.2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
HPE.2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.
HPE.2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
HPE.2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

## Student Learning Objectives

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Describe specific strategies that will maintain or improve each health-related and skill-related fitness component.

Develop health-related fitness goals based on the assessment of one's personal fitness-level and track progress using health/fitness indicators.

Identify factors (health status, interests, environmental) that impact personal fitness and explain their potential positive and negative effects.

Explain the physical, social, emotional, and intellectual benefits of regular physical activity.

## Instructional Activities

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Pacer Test

Create Your Own Exercise- Partner Activity and Presentation

Fitness Graphing/Data Collection

Role Play- Decision Making and Personal Fitness

Graffiti Wall- Factors both +/- that impact a person's health

Skill Related Components Data Collection (Stations)- Speed, Balance, Agility, Power, Coordination, and Reaction Time

Health-Related Components Data Collection (Stations)- Cardio Vascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Comp.

Fitness Stations- Sit-ups, Chin-ups, Pull-ups, Jump Rope, Push-ups, Superman Banana, and etc.)

Create and track a SMART Goal

FITT Power Point Presentation- Frequency, Intensity, Time, and Type

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Fitness Plan Activity- Create a Brochure to advertise your fitness plan

### **Interdisciplinary Connections**

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Technology and/or ELA- Fitness Journal

Mathematics- Fitness Tracking

### **Assessment**

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Fitness Checklist

Journaling

Fitness Testing Results

Peer/Self-Assessment

Peer Observation

Fitness Presentation

Fitness Rubric

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

Skills exhibit

### **Texts and Resources**

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Pecentral.org

Shapeamerica.org

[www.shapeamerica.org/prodev/pyfp.cfm](http://www.shapeamerica.org/prodev/pyfp.cfm)

[http://www.pecentral.org/lessonideas/elementary/3\\_5lessonideas.asp](http://www.pecentral.org/lessonideas/elementary/3_5lessonideas.asp)

<https://www.cooperinstitute.org/youth/fitnessgram>



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# Unit #3, Physical Education, Manipulative Skills, Gr. 4

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **January**  
Length: **30 days**  
Status: **Published**

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## Enduring Understanding

One's body or object must be manipulated with control, accuracy, and power in order to be effective in games, sports, and activities.

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## Essential Questions

Why are the critical components of throwing, catching, dribbling, shooting, and striking necessary to master? Are one of the components of throwing, catching, dribbling, shooting, and striking more important than the other? Why?

Why are the correct components of dribbling, passing, and receiving necessary to master?

Which of the components of dribbling, passing, and receiving are most important to you? Why?

How can someone improve their accuracy or power of manipulative movement?

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## New Jersey Student Learning Standards

HPE.2.5.4.A.2

Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

HPE.2.5.4.C.2

Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

HPE.2.5.4.A.1

Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

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## Student Learning Objectives

Explain and demonstrate throwing, catching, dribbling, shooting, and striking an object from a stationary position with mechanical correctness.

Explain and demonstrate how to dribble, pass, and receive an object while moving with a partner.

Explain and demonstrate how to strike an object continuously with a variety of body parts and implements (hands, feet, and paddle/racket).

Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities.

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## Instructional Activities

Individual Skill Practice- Throwing, Catching, Passing, Dribbling, Striking, Fielding, and Shooting.

Partner Skill Practice- Throwing, Catching, Passing, Dribbling, Striking, Fielding, and Shooting.

Skill Stations/Mini Games- Throwing, Catching, Passing, Dribbling, Striking, Fielding, and Shooting. (Targets, Cone Courses, Repetition, and etc.)

Student Discovery- Levels, Effort, Pathways, Directions, Speed and Space Awareness

Team Games- Soccer, Basketball, Kickball, Mat ball, Football, Ultimate Frisbee, Money in the Bank, Castle Ball and etc.

Individual Games- Ping Pong, Golf, Frisbee Golf, Swimming, and etc.

Tag Games with Manipulatives- Ball Tag, Crossfire, Grinch Tag, and etc.

Pickle

Accuracy V. Power Presentation and Demonstration

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Journal of skills progress and goals

## **Interdisciplinary Connections**

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ELA- Journal

### **Assessment**

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GPAI (Games Performance Assessment Instrument)

Exit Slip

Skills Checklist

Peer/Self-Assessment

Peer Observation

Skill Rubric

Teacher Observation

Test/Quiz

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

Skills exhibit

### **Texts and Resources**

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Pecentral.org

Sparkepe.org

Shapeamerica.org

Striking Skills

<http://www.pecentral.org/lessonideas/searchresults.asp?-Search=Find+Them&subcategory=Striking+with+Implementations>

Jump rope skills

[http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills\\_UCM\\_001270\\_Article.jsp#.V3FkifmDGkp](http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.V3FkifmDGkp)

Dribbling Skills

<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=741#.V3FlwPmDGko>

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# Unit #4, Physical Education, Movement Education-Locomotor/Nonlocomotor Skills, Gr. 4

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **March**  
Length: **30 days**  
Status: **Published**

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## Enduring Understanding

Passing and receiving of an object effectively is directly related to boundaries and the playing space.

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## Essential Questions

Why are the critical components of passing and receiving important for effective execution?  
Why is it important to know the boundaries of a playing space?  
How can the different type of air movements be categorized?

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## New Jersey Student Learning Standards

HPE.2.5.4	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.4.A.4 HPE.2.5.4.A.2	Correct movement errors in response to feedback and explain how the change improves performance. Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

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## Student Learning Objectives

Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities.  
Demonstrate a variety of ways to move in the air and land with control. (i.e. jumping, leaping, vaulting)  
Demonstrate and explain proper movement of a variety of non-locomotor skills in a safe manner.  
Explain how feedback changes performance.  
Utilize feedback to improve performance.

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## Instructional Activities

Tag Games- Magician Tag, Sharks and Minnows, Pacman, Blob Tag, Ball Tag, and Etc.  
Locomotor Movements- Walking, Skipping, Hopping, Galloping, Sliding, Jumping and Leaping  
Nonlocomotor Movements- Twisting, Bending, Stretching, Turning, Swinging, and Swaying  
Dance- (Group, Line, Macarine, Salsa, Waltz, Cha Cha, Cotton Eye Joe, Cupid Shuffle, and etc.)  
Gymnastics Routine- With/W.O Music and Partners  
Gymnastics Skills- Forward roll, Backward roll, Side tuck roll, Candle stick, X balance, Plane Balance, 360, 180, Cartwheel, Round off, Bridge, Backbend, Log roll, Headstand, and etc.

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## Interdisciplinary Connections

Fine Arts- Gymnastics Routine  
Technology- Video/Photography of routines

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## **Assessment**

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Skills Checklist  
Peer/Self-Assessment  
Peer Observation  
Skill Rubric  
Teacher Observation  
Test/Quiz

### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests  
End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals  
Skill Labs  
Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio  
Skills exhibit

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## **Texts and Resources**

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<https://quizlet.com/6014729/non-locomotor-skills-flash-cards>  
Educational Gymnastics  
<http://www.thepespecialist.com/gymnastics/>  
Sparkepe.org  
shapeamerica.com

# Unit #5, Physical Education, Cooperative Games, Gr. 4

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **April**  
Length: **30 days**  
Status: **Published**

## Enduring Understanding

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Situational awareness and the ability to work as a team is beneficial for the implementation of strategies.

## Essential Questions

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What are some situations that a person would use faking, dodging, and defending open space?  
Why is it important to work cooperatively with a teammate while passing and receiving an object?  
How can a leader build a team?  
How can sportsmanship be encouraged?

## New Jersey Student Learning Standards

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HPE.2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
HPE.2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
HPE.2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

## Student Learning Objectives

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Compare and contrast the proper situations for strategies (faking, dodging, defending open space) to be implemented.  
Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities.  
Demonstrate effective team building skills in a variety of cooperative physical challenges and activities.  
Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities.  
Apply safety rules and procedures to activities and games.  
Apply essential elements of movement skills in isolated and applied settings.

## Instructional Activities

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Team Games (Basketball, Soccer, Volleyball, Field Hockey, Lacrosse, Relay Races, Tug of War, Football, Hockey, Ultimate Frisbee, Baseball/Softball, Kickball, Speedball, and etc.)  
Misc. Games (Sportsmanship/Strategy)- Clean your Room, Builders/Breakers, Castle Ball, Money in the Bank, 4 of a Kind, and etc.  
Cooperative Games (Group Knot, Toxic River, Lily Pads, Traffic Jam, Turnstile, Paper Tower, Team Ski, Magic Carpet and etc.)  
Team Building Activities- School Spirit Events (Twin, Hat, and Pride Day)  
T Chart- Compare and Contrast Player V. Observer  
Sportsmanship Group Brainstorm

## Interdisciplinary Connections

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ELA- Brainstorming

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## **Assessment**

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Checklist  
Group work or teamwork rubric  
Oral presentations  
Peer/Self-assessment  
Peer observation  
Teacher observation  
Test/Quiz  
Written homework

### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests  
End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals  
Skill Labs  
Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio  
Skills exhibit

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## **Texts and Resources**

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Pecentral.org  
Sparkepe.org  
Pe4life.org  
Education.com  
Aapherd.org  
Cdc.gov  
Pelinks4u.org  
Pesoftware.com  
Thephysicaleducator.com  
Mrgym.com  
Shapeamerica.org  
Teachpe.com  
Peuniverse.com  
Pegames.org