

<b>Lavallette Elementary School</b>	
<b>Content Area: Physical Education</b> <b>Course Title: Physical Education</b>	<b>Grade Level: Fourth Grade</b>
<b>Unit Plan 1</b> Movement Education/Motor Development	10 Weeks
<b>Unit Plan 2</b> Manipulative Skills	10 Weeks
<b>Unit Plan 3</b> Cooperative Games	10 Weeks
<b>Unit Plan 4</b> Fitness/Wellness	10 Weeks
Updated: August 2018 by Sharon Carroll Aligned to New Jersey Student Learning Standards	Board Approved: October 16, 2018

## Lavallette Elementary School Physical Education Curriculum Unit Overview

**Content Area:** Physical Education

**Unit Title:** Motor Education/Motor Development

**Summary:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

**Primary Interdisciplinary Connections:** Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

**21st Century Themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**21st Century Life and Career Skills:** enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

### Learning Targets

#### Content Standards

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- Identify the reasons and evidence a speaker provides to support particular points.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- Use digital tools and online resources to explore a problem or issue.
- Identify how technology impacts or improves life.

- Demonstrating appropriate and safe behaviors will contribute to success when playing games.

Number	Standard for Mastery
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).
2.5.4.A.2	Demonstrate fluid controlled movements involving weight transfer in upright, inverted, and horizontal support positions. Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Can you explain and apply movement skills in applied settings?</li> <li>• Can you demonstrate appropriate and safe behaviors while participating in all activities?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul>
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<p><b>Unit Learning Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Develop competence and confidence in movement skills while participating in team activities.</li> <li>• Develop and demonstrate control when moving in relation to others in personal and general space.</li> </ul>
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## Lavallette Elementary School Physical Education Curriculum Unit Overview

**Content Area:** Physical Education

**Unit Title:** Integrated Skills

**Summary:** All students will develop and use manipulative skills through use of various developmentally appropriate activities.

**Primary Interdisciplinary Connections:** Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

**21st Century Themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**21st Century Life and Career Skills:** enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

## Learning Targets

### Content Standards

Students will:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- Identify the reasons and evidence a speaker provides to support particular points.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- Use digital tools and online resources to explore a problem or issue.

- Identify how technology impacts or improves life.
- Developing and enhancing manipulative skills will allow for students to perform various skills.

Number	Standard for Mastery
2.5.4.A.1 2.6.6.A.2	Explain and demonstrate how to strike an object continuously with a variety of body parts and implements (hands, feet, and paddle/racquet).
2.5.6.A.1 2.5.6.A.2 2.6.6.A.2 2.5.4.A.1	<p>Explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports and activities.</p> <p>Explain and demonstrate how to dribble and shoot an object for a goal in a variety of games, sports, and activities.</p> <p>Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities.</p>
2.5.4.A.2 2.5.4.C.2	Explain and demonstrate how to control a variety of objects within non-competitive, cooperative and competitive environments (apply rules) while moving in general space at varying pathways, directions, and speeds.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Can you explain and demonstrate manipulative skills and appropriate control during skill practice?</li> <li>• Can you use objects and props, such as ball, tennis racquet and Frisbees, to practice an activity in a safe manner?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• Developing confidence in manipulative skills provides a foundation in physical activities using appropriate modifications.</li> </ul>
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## Unit Learning Objectives

*Students will know...*

- Develop competence and confidence in manipulative skills to participate in physical activities.
- Develop and refine manipulative skills using various objects (bean bags, hula hoops, balls)
- Develop and refine appropriate movements during throwing, catching bouncing and striking.

## Lavallette Elementary School Physical Education Curriculum Unit Overview

**Content Area:** Physical Education

**Unit Title:** Cooperative Games

**Summary:** All students will acquire the ability to use skills learned through cooperative play in order to achieve success.

**Primary Interdisciplinary Connections:** Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

**21st Century Themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**21st Century Life and Career Skills:** enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

## Learning Targets

### Content Standards

Students will:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- Identify the reasons and evidence a speaker provides to support particular points.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- Use digital tools and online resources to explore a problem or issue.
- Identify how technology impacts or improves life.
- Good sportsmanship, attitude and behavior impacts performance in games and activities.

Number	Standard for Mastery
2.5.4.B.1 2.5.4.B.2	Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities.  Describe how team members may motivate each other for success during cooperative games and activities.
2.5.6.B.1 2.5.4.B.2	Demonstrate effective team building skills in a variety of cooperative physical challenges and activities.
2.5.6.C.1 2.5.4.C.1 2.5.4.C.2	Demonstrate knowledge of rules, procedures and safety concepts and apply them effectively as an observer or participant in games, sports and activities.  Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Can students work cooperatively to accomplish various tasks?</li> <li>• Can students demonstrate teamwork throughout the unit?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• Cooperation and teamwork leads to success.</li> </ul>
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<p><b>Unit Learning Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Develop good sportsmanship during game play.</li> <li>• Demonstrate cooperative strategies when trying to obtain a common goal.</li> <li>• Distinguish between offense and defense of players during play.</li> </ul>
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<p><b>Lavallette Elementary School Physical Education Curriculum Unit Overview</b></p>
<p><b>Content Area:</b> Physical Education</p>
<p><b>Unit Title:</b> Fitness</p>
<p><b>Summary:</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>
<p><b>Primary Interdisciplinary Connections:</b> Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.</p>
<p><b>21st Century Themes:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.</p>
<p><b>21st Century Life and Career Skills:</b> enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.</p>

## Learning Targets

### Content Standards

Students will:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- Identify the reasons and evidence a speaker provides to support particular points.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- Use digital tools and online resources to explore a problem or issue.
- Identify how technology impacts or improves life.
- Identify how using a tool (such as a bucket or wagon) aids in reducing work.
- Knowing and applying a variety of affective fitness principals over time enhances personal fitness level, performance, and health status.

Number	Standard for Mastery
2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.
2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Can you determine the social, emotional and intellectual benefits of regular exercise?</li> <li>• Can you determine what factors contribute to personal fitness?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• Developing competence and confidence in fitness goals provides for a healthy lifestyle.</li> </ul>
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<p><b>Unit Learning Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Develop competence and confidence in developing fitness related goals.</li> <li>• Participate in age-appropriate activities that address fitness related skills.</li> </ul>
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<b>Evidence in Learning</b>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Rubric</li> <li>• Student participation</li> <li>• Verbal question and answer</li> <li>• Checklist</li> </ul>
<p><b>Summative/Benchmarks Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Rubric score</li> <li>• Verbal question and answer</li> </ul>
<p><b>Modifications (ELLs, Special Education, Students at Risk for Failure, Gifted and Talented)</b></p> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>• Use visuals</li> <li>• Provide peer assistant or “buddy (does not necessarily have to speak the primary language)</li> </ul>

**Special Ed, Students at Risk for Failure:**

- Follow all IEP modifications/504 plan
- Allow extra time
- Work in small groups
- Provide visual clues or diagrams
- Use VCR
- Give verbal or written directions
- FM System
- Task cards
- Modifying levels of difficulty
- Using demonstrations when possible
- See ELL modifications

**Gifted and Talented**

- Create an enhanced set of introductory activities
- Peer Teaching
- Tiered Assignments
- Organize or offer flexible small group activities

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

Ready-to-Use PE Activities K-6 Landy & Landy

Physical Education Curriculum Activities Kit K-6 Wheeler & Spilker

Elementary Teacher's Handbook of Indoor and Outdoor Games Kamiya