

WALDWICK SCHOOL DISTRICT

Administrative Offices
155 Summit Avenue
Waldwick, NJ 07463



Physical Education Curriculum Guide

Grade 4

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**WALDWICK SCHOOL DISTRICT
PE CURRICULUM- Grade 4**

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COURSE DESCRIPTION

The Mission of the 3-5 Physical Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a physically educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive physical education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Readiness, Life Literacies, and Key Skills. These skills, when used in combination with standards-based content, ensure that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

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PACING GUIDE

Unit Number	Unit Title	Suggested Timeframe
1	Spatial Awareness and Body Control	8-10 Weeks
2	Importance of Physical Fitness and Goal Setting	9-12 Weeks
3	Cooperative Activities	9-12 Weeks

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Unit 1: Spatial Awareness and Body Control	Pacing Guide: 8-10 weeks	Standards 2.2.3.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. 2.2.3.LF.4: Identify and perform a variety of warm up and cool down activities that include stretching and breathing. 2.2.3.MSC.1: Demonstrate body management skills and control when moving through personal and general space in relation to others. 2.2.3.MSC.2: Explain individual movement sequences in response to various tempos, rhythms and movement styles. 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity
Essential Questions <ul style="list-style-type: none"> ● What are specific skills I need to be successful when doing physical activities and how do I improve? ● How can physical activity improve my wellness and my mood? ● How can I move my body in different ways in response to different rhythms and tempos? 	Enduring Understandings <ul style="list-style-type: none"> ● I can gain a knowledge of vocabulary to improve personal wellness ● I can recognize that my movements can impact the way I feel ● I can recognize when to control my body in different spaces. ● I can understand how to create different movements with rhythms. ● I can understand how to control my body and stability with each physical activity. 	
Summative Assessment <ul style="list-style-type: none"> ✓ SWBAT demonstrate warm up and cool down activities that include stretching and breathing exercises ✓ SWBAT participate in various movement activities that require them to be aware of their movements and their body in relation to other people/things ✓ SWBAT demonstrate appropriate body control while participating in different movement activities 		
Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Student behaviors ● Exit tickets ● On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. ● District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. ● Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 		Materials <ul style="list-style-type: none"> ● Gym or outdoor space ● Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc
Suggested Activities: <ul style="list-style-type: none"> ● Hula Hut Challenge- Break the class into 4 or 5 teams. Each team will get 6 hula hoops. Place 6 hula hoops at one end of the gym. On go 1 person from each team will 		Differentiation for Diverse Learners
		<i>Reinforcement:</i>

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<p>run down to their pile of hoops and bring 1 hoop back to their team. Once the team has all 6 of their hops they can start building their hula hut. The first team to build their hut wins.</p> <ul style="list-style-type: none"> ● Cone Flip- Each student will get a cone to flip. On go the students will find someone to play against. Once you both are ready you will start flipping the cone until someone lands it. Whoever lands it first gets a point. After there is a winner both students find someone new to play against. ● Rock, Paper, Scissor Homerun Derby- Set up 1st base, 2nd, 3rd, and a home plate. At home plate you will find someone to play r,p,s against. If you win you earn a point and move on to 1st base. Once you get to 1st base, find someone new to play against. If you win you earn a point and move onto 2nd base. Continue this process and see how many points you can earn. ● Caterpillar Capture- Break the class into 4 teams. Each team has 8 beanbags split up into all 4 sides of the gym. Each team has 3-5 hula hoops depending on how many kids are on the team. The teams are not allowed to step on the gym floor unless they are inside a hula hoop. The teams will use their hoops to move around, collect their bean bags abd bring them back to their safety zone. If they touch the gym floor outside of the hoop they must return their bag and return back to their safety zone to start again. ● 5 Star- Break the gym into 5 different stations and have the students rotate through those 5 stations. ● True and False Tag ● Fitness bingo: You can incorporate any fitness, stretching or flexibility exercises you want. ● Follow the Leader - Have one of the students be the leader in exercise movements. The class will follow that person, then the leader will choose another person, and continue the activity until the class is warmed up. ● Teacher lead warm-up exercises ● Stop and start on signal ● Mission Impossible: Groups work together to move in unison using different movement patterns, demonstrating exercises, etc. ● Teacher lead discussion ● Deck of card fitness: Using a deck of cards each number and suit has its own fitness exercise that goes with it. Have teams work together and pick a card. They will perform the exercise together. Exercises can be changed for stretching or warming up. ● Guardian of the beanbags(3-5): 4-6 teams will start at the cones. One at a time they must make it through the gauntlet that is being protected by the defense players. Two defensive zones will be set up. There will be 1 	<ul style="list-style-type: none"> ● Peer to peer practice ● Modify equipment: increase size of ball, decrease weight of ball ● Decrease distance to target ● Increase size of target <hr/> <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Demonstrate the skill to peers ● Modify equipment: increase size of ball, decrease weight of ball ● Decrease distance to target ● Increase size of target
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defense in each zone and they can't leave their zone. If they tag someone they must go to the side and jog back to their cone. The next player can go. If they make it through both zones they collect 1 bean bag and bring it back to their bucket. Runners can't go back through zones, once they exit zone 1 they must go to zone 2.

- Follow the Leader: One student leads the group in a fun movement and everyone follows. Every 1 minute switch leaders.
-  3-5 Physical Education Activities

Interdisciplinary Connections

- Language Arts: SL.4.1. 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
- SEL Competencies: Self-Awareness, Self-Management and Relationship Skills
- Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global
- Computer Science and Design Thinking: 8.1.5.AP.4 Break down problems into smaller, manageable sub-problems to facilitate program development


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Unit 2: Importance of Physical Fitness and Goal Setting	Pacing Guide: 9-12 weeks	Standards 2.2.3.LF.1: Identify that there is a relationship between engaging in physical activities and enjoyment. 2.2.3.LF.3: Explain why people choose to participate in different types of physical activities. 2.2.3.PF.1: Identify the physical, social, emotional benefits of regular physical activity. 2.2.3.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). 2.2.3.PF.4: Develop a short term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility) to evaluate personal health. 2.2.3.PF.5: Identify factors that influence healthy lifestyle choices.
Essential Questions <ul style="list-style-type: none"> ● How can I be physically active? ● How can being active improve my mood? ● How can I get better at different physical activities? ● How does being active improve my overall health? 	Enduring Understandings <ul style="list-style-type: none"> ● I can create enjoyment through physical activity ● I can participate in a variety of physical activities ● I can apply emotional and social skills to the learning and performance of physical activity ● I can participate to the best of my ability in a variety of activities. ● I can apply physical concepts and principles to improve well-being and performance ● I can choose to take part in things that will benefit my health. 	
Summative Assessment <ul style="list-style-type: none"> ✓ SWBAT identify how being physically active improves physical and mental health ✓ SWBAT develop a short term health goal ✓ SWBAT evaluate their lifestyle and determine where they can make healthy choices 		
Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Student behaviors ● Exit tickets ● On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. ● District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. ● Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 		Materials <ul style="list-style-type: none"> ● Gym or outdoor space ● Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc

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<p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Guard the Cookie Jar- Place out 6 poly spots and put 1 yarn ball on top of each poly spot. Choose 6 students to be the guards. 1 student person yarn ball. On go the non guards will try to steal a yarn ball without being tagged by the guard. If they can steal the ball without being tagged, then they become the guard. ● Dog Catcher Tag- Place 1 hula hoop in each corner of the gym. Choose 1 student to be the tagger. When a student gets tagged they will go into one of the hula hoops. Students will stay in the hula hoop until another student who is not in the hoop comes over and pulls the hoop up over their heads freeing them from the cage. After a minute or 2 change the tagger. ● Grab 3 and Freeze ● Bean Bag Relay ● Racetrack fitness: Using visual aides with exercises on it have one partner jog around the track and the other does fitness in the middle. After 2 laps they switch roles. ● Racetrack Fitness: (3-5): Students will be with a partner. One partner will be on the outside of the "track" performing a locomotor movement. The other partner will be in the middle of the "track" performing a fitness or flexibility exercise. ● Stations: Set up 4 or 5 stations with different activities. Allow students to rotate through each one. During transition, ask students why they like different stations over others. ● Cross Fire - Students are divided into two teams. There is one big ball target (like a stability ball). The object of the game is to throw the small balls at the big ball to move it across the gym to cross the other team's endline. Students may not touch the big ball. If the big ball touches them, they have to sit out on the side, until a new round begins. ● Health Related Fitness- Muscular strength, muscular endurance, flexibility, cardiorespiratory endurance ● Skill related fitness- endurance, strength, speed, agility, flexibility, balance ●  3-5 Physical Education Activities 	<p style="text-align: center;">Differentiation for Diverse Learners</p> <hr/> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> ● Peer to peer practice ● Modify equipment: increase size of ball, decrease weight of ball ● Decrease distance to target ● Increase size of target <hr/> <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Demonstrate the skill to peers ● Modify equipment: increase size of ball, decrease weight of ball ● Decrease distance to target ● Increase size of target
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: SL.4.1. 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 ➤ SEL Competencies: Self-Awareness, Self-Management and Relationship Skills ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global ➤ Computer Science and Design Thinking: 8.1.5.AP.4 Break down problems into smaller, manageable sub-problems to facilitate program development 	

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Unit 3: Cooperative Activities	Pacing Guide: 9-12 weeks	Standards 2.2.3.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). 2.2.3.MSC.5: Correct movement skills in response to external feedback. Reflect on how the feedback improves performance. 2.2.3.MSC.6 Identify and demonstrate appropriate behaviors and etiquette while participating in and viewing activities, games, sports and other events contribute to a safe environment. 2.2.3.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. 2.2.3.PF.2: Accept and respect others of all skill levels and abilities during participation. 2.2.3.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
Essential Questions <ul style="list-style-type: none"> ● How can moving well in different ways help me be successful in sports and games? ● How do I improve my skills? ● What can I do to help my team? 	Enduring Understandings <ul style="list-style-type: none"> ● I can perform locomotor activities while involved in a game setting. ● I can listen to feedback and correct skills. ● I can be responsible for my actions. ● I can move my body in a controlled manner in personal space. ● I can be a team player and accepting of others ● I can be physically active within my community 	
Summative Assessment <ul style="list-style-type: none"> ✓ SWBAT demonstrate correct movement skills in a game while making corrections based on feedback ✓ SWBAT reflect on how appropriate feedback helps them improve their skills ✓ SWBAT identify behaviors of good sportsmanship 		
Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Student behaviors ● Exit tickets ● On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. ● District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. 		Materials <ul style="list-style-type: none"> ● Gym or outdoor space ● Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc

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<ul style="list-style-type: none"> Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 	
<p>Suggested Activities:</p> <ul style="list-style-type: none"> Builders and Bulldozers Mirror Tag Hula Hut Relay Race Bucket Stackers Steal the bacon with various sports skills. Soccer, Pillo Polo, basketball running bases: Teaches students how to run bases and move safely. Monster Ball: I will divide the gym in half or into quarters and evenly divide the students into teams. I will place big balls in the middle as the monster ball! Students will throw yarn balls or foam balls at it to have it go into another team's playing area. Once all monsters are out of the middle we switch spots and start a new round. *Find below Rules and set up a monster ball. Game Rules: You may go anywhere to get a ball. You must be outside of the middle area to throw a ball. If you throw from inside the square you will sit out for one round. You can't block the ball with your body or touch the monster ball(lose 1 point) Bowling day(3-5): Set up a bowling alley. Each kid has a role within the lane. One student keeps score and gives feedback to the student and the other student resets the pin. 4 square: Rules are attached. Students need to pay attention, understand the rules and show good behavior while waiting to get back in. Rob the Nest: 13 Balls, Students in four groups run to the middle of the gym to steal one egg at a time. Goal is to get four eggs in their nest (hula hoop) before other teams. Can steal from other team hoops. Cannot prevent other teams from taking eggs from the team nest. Can Jam or Dice bonk(3-5): Dice bonk uses a foam dice on top of a cone. Students focus on throwing an object(ball, frisbee) to knock it down. That student gets the number it lands on and then the next person goes. First to score 21 points wins. Can Jam: Each team will have, at least, one member of their team on either side of the playing field. Thus team members will be throwing the flying disc towards their teammate on the other end. Player's Turn- One player will throw the flying disk while their teammate will work to deflect the flying disk onto or into the goal. The deflector can ONLY use ONE HAND to slam/redirect the flying disc, The deflector may NOT 	Differentiation for Diverse Learners
	<p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> Peer to peer practice Modify equipment: increase size of ball, decrease weight of ball Decrease distance to target Increase size of target
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catch, carry or double hit the disc. The original deflector then throws the disc back to the original thrower from his end. The original thrower now becomes the deflector to complete their turn. When throwing the flying disc the player must stay behind the throw line established by the front of the goal. NO points are awarded if the thrower goes over the line, or if the disc hits the ground before reaching the goal. 1 point – Dinger. The flying disc is deflected by your partner into the side of the goal. 2 points – Deuce (a.k.a. “direct hit” or “direct”). The flying disc hits the side of the kan without help from the deflector. 3 points – Bucket. The flying disc is deflected through the top OR into the front slot. Instant Win – Chog. When a player throws the disc into the front slot (in the middle of the kan) WITHOUT help from the deflector

- 3 person kickball: Students will work in 3 positions. 1 is the kicker, 1 is the pitcher and 1 is the fielder. The pitcher will roll the ball to the kicker who will kick the ball. The fielder is responsible for getting to the ball as quickly as possible and yelling STOP. If they touch the cone before they get a point. Then they rotate. Kicker becomes fielder, fielder becomes pitcher and pitcher becomes kicker. Pitcher must say “PLAY BALL” before pitching. *Modify that they can score more than 1 run by touching the cone and then home plate.
- Cornhole: students will play vs someone else on a cornhole board. Students need to take turns, keep score and compliment each other during the activity.
- Gaga Ball(3-5): All players start with one hand touching a wall of the pit. The game begins with a referee throwing the ball into the center of the pit. When the ball enters the pit, the players scream 'GA' for the first two bounces, and 'GO' on the third bounce, after which the ball is in action. Once the ball is in play, any player can hit the ball with an open or closed hand. If a ball touches a player below the knee (even if the player hits himself or herself) he or she is out and leaves the pit. If a player is hit above the knees, the play continues. If a ball is caught on a fly, the player who hit the ball is out. Using the walls of the octagon to aid in jumping is legal as long as the player does not permanently sit on the ledge of the octagon. Players cannot hold the ball. If needed, a second ball can be thrown in the pit to expedite the end of the game. The last player standing is the winner of that round.
- Maestro (4-5): Students learn a set dance through the use of written symbols. Dance/fitness moves make up the dances. This introductory activity is a lead-up to groups creating their own dances through the use of these symbols.
-  3-5 Physical Education Activities

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Interdisciplinary Connections

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