Course Overview Phys Ed Grade 4

Content Area: Course(s):	Physical Education PHYS ED-K
Time Period:	
Length:	10 weeks
Status:	Published

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Physical Education

Fourth Grade

Course Number: 4714

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Course Adoption: 04/21/1986

Curriculum Adoption: 11/2/2017

Course Overview SCED

58034 Physical Education (grade 4)

Physical Education (grade 4) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity.
 Locomotor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 4.

COURSE DESCRIPTION Physical Education in grade 4 places an emphasis on the development of basic body movement, locomotor skills and rhythmics. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. Students are tested for their physical fitness and they are introduced to personal forms of conditioning and body development to practice and enjoy both in school activities and at home. During this course students are expected to demonstrate mastery/proficiency of all NJSLS CPI's from 2.1.4.A through 2.1.4.B, 2.2.4.A through 2.5.4.C and 2.6.A The course also reinforces the learning of other Standards and CPI's already mastered and contributes to the development of mastery of other standards in the areas of Language Arts Literacy, Mathematics, Science and Technology Literacy.

Textbooks and Other Resources

COURSE RESOURCES

Various Equipment as it relates to various activities

Fitnessgram

Standards

COURSE BENCHMARK OBJECTIVES (M= Mastery, R= Reinforced, D=Developing, I= Introducing)

1. Visual and Performing Arts

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Dance

1.1.2.A.1 (R)

1.1.2.A.2 (R)

1.1.5.A.1 (I)

1.1.5.A.4 (I)

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Dance

1.3.2.A.1 (R)

- 1.3.2.A.2 (R)
- 1.3.2.A.3 (R)
- 1.3.2.A.4 (R)
- 1.3.5.A.1 (I)
- 1.3.5.A.2 (I)
- 1.3.5.A.4 (I)
- 1.3.5.A.5 (I)
 - 1. Comprehensive Health and Physical Education

2.1 Wellness: ALL STUDENTS WILL ACQUIRE KNOWLDEGE ABOUT AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Personal Health and Development

2.1.4.A.1 (M) 2.1.4.A.2 (M)

Nutrition

2.1.4.B.1 (M)

2.1.4.B.2 (M)

2.1.4.B.3 (M)

2.1.4.B.4 (M)

Safety

2.1.4.D.1 (M)

2.2 Integrated Skills: ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Interpersonal communication

2.2.4.A.1 (M)

2.2.4.A.2 (M)

Decision Making and Goal Setting

2.2.4.B.1 (M)

2.2.4.B.2 (M)

2.2.4.B.3 (M)

2.2.4.B.4 (M)

Character Development

2.2.4.C.1 (M)

2.2.4.C.2 (M)

2.5 Motor Skill Development: ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Movement Skill and Concept

2.5.4.A.1 (M)

2.5.4.A.2 (M)

2.5.4.A.3 (M)

2.5.4.A.4 (M)

Strategy

2.5.4.B.1 (M)

2.5.4.B.2 (M)

2.5.4.B.3. (M)

Sportsmanship, Rules and Safety

2.5.4.C.1 (M)

2.5.4.C.2 (M)

2.6 Fitness: All STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Fitness and Physical Activity

2.6.4.A.1 (M)

2.6.4.A.2 (M)

2.6.4.A.3 (M)

2.6.4.A.4 (M)

1. Math Traditional

Operations and Algebraic Thinking

2.OA.2. (R)

3.OA.1. (R)

3.OA.7. (R)

Number and Operations in Base Ten

- 2.NBT.1. (R)
- 2.NBT.2. (R)
- 2.NBT.3. (R)
- 2.NBT.4. (R)
- 3.NBT.1. (R)
- 3.NBT.2. (R)
- 3.NBT.3. (R)

5. Science

5.2 PHYSICAL SCIENCE: PHYSICAL SCIENCE PRINCIPLES, INCLUDING FUNDAMENTAL IDEAS ABOUT MATTER, ENERGY, AND MOTION, ARE POWERFUL CONCEPTUAL TOOLS FOR MAKING SENSE OF PHENONMENA IN PHYSICAL, LIVING, AND EARTH SYSTEMS SCIENCE.

Forces and Motion

5.2.4.E.1 (R)

5.2.4.E.2 (R)

5.2.4.E.4 (R)

9. Career Education and Consumer, Family, and Life Skills

9.1 CAREER AND TECHNICAL EDUCATION: ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE

Career Awareness and Planning

9.1.4.A.1 (R)

9.1.4.A.2 (R)

9.1.4.A.3 (R)

Employability Skills

9.1.4.B.1 (R)

9.1.4.B.2 (R)

9.1.4.B.3 (R)

9.2 CONSUMER, FAMILY, AND LIFE SKILLS: ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY

Critical Thinking

9.2.4.A.1 (R)

9.2.4.A.2 (R)

9.2.4.A.3 (R)

9.2.4.A.4 (R)

Self-Management

9.2.4.B.1 (R)

9.2.4.B.2 (R)

9.2.4.B.3 (R)

9.2.4.B.4 (R)

9.2.4.B.5 (R)

Interpersonal Communication

9.2.4.C.1 (R)
9.2.4.C.2 (R)
9.2.4.C.3 (R)
9.2.4.C.4 (R)

9.2.4.C.5 (R)

Character Development and Ethics

- 9.2.4.D.1 (R)
- 9.2.4.D.2 (R)
- 9.2.4.D.3 (R)
- 9.2.4.D.4 (R)

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Scope and Sequence

COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	to be	Period	Guide	Proficiency (Summary) Assessments
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		1-4		
		1-4		
Unit 1: Physical fitness assessment introduction and	2.1.4.A.1 (M)		4 periods testing	Using the Fitness Gram each student's
planning	2.1.4.A.2 (M)		2 periods	fitness level
At the beginning of the school	2.1.6.A.1 (D)			(cardiovascular, flexibil and upper body strength
year, regardless of Unit involvement, the physical	2.1.4.B.1 (M)		Full year Fall/Spring	will be assessed based c national standards;
fitness of each student's will be assessed. Students will	2.1.4.B.2 (M)		Full year	students will be post- tested at the end of the
develop improvement targets, throughout the year students	2.1.6.B.1 (D)		Fall/Winter Full Year	year. students will be assesse
will be involved across all Units in activities related to the	2.1.6.B.2 (D)		Full year	through a variety of
Units objectives and designed to meet the goals that the	2.1.4.D.1 (M)			different methods. Teachers will attempt to
students established.	2.2.4.B.1 (M)			use both formative and summative assessments
	2.2.4.B.2 (M)			Assessments may inclue but are not limited to
Unit 2: Gross Motor Movements	2.2.4.B.4 (M)			discussion questions, rubrics, written, and oth
Students will master how to	2.5.4.A.1 (M)			assessments. students will be assesse
properly move their body in general and self-space.	2.5.4.A.2 (M)			through a variety of
Mastery of proper mechanics of running, walking, jumping,	2.5.4.A.3 (M)			different methods. Teachers will attempt to
hopping, skipping, leaping, galloping and sliding will be	2.5.4.A.4 (M)			use both formative and summative assessments
assessed in isolated and applied settings such as	2.6.4.A.1 (M)			Assessments may inclue but are not limited to
chasing, fleeing, dodging, and game like situations. General	2.6.4.A.2 (M)			discussion questions, rubrics, written, and oth
safety rules and procedures will be reviewed.	2.6.4.A.3 (M)			assessments. students will be assesse
Unit 3 Striking	2.6.4.A.4 (M)			through a variety of different methods.
Students will masterhow to	2.6.6.A.1 (D)			Teachers will attempt to
correctly and effectively strike different objects with both	2.6.6.A.2 (D)			use both formative and summative assessments
short and long handed implements. Students will also	2.6.6.A.3 (D)			Assessments may inclue but are not limited to
strike with different parts of the body (i.e. foot, hand, etc).	2.6.6.A.4 (D)			discussion questions, rubrics, written, and oth
They will use these striking skills in both isolated (skill)	2.6.6.A.5 (D)			assessments. Students will be assesse
and applied (game) settings.	2.6.6.A.6 (D)			through a variety of

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Unit 4 Throwing/Passing and			different methods.
catching			Teachers will attempt to
			use both formative and
	2.2.4.A.2 (M)		summative assessments
Students will master correct	2.5.4.A.1 (M)		Assessments may inclu
technique for throwing/passing			but are not limited to
and catching various types of	2.5.4.A.2 (M)		discussion questions,
athletic and game balls.			rubrics, written, and oth
e e	2.5.4.A.3 (M)		assessments.
Unit 5: Dribbling			Students will be assesse
	2.5.4.A.4 (M)		through a variety of
			different methods.
Students will master the skill	2.5.6.A.1 (D)		Teachers will attempt to
of stationary dribbling and			use both formative and
dynamic dribbling using both	2.5.6.A.2 (D)		summative assessments
their feet and hand in	2.5.6.A.3 (D)		Assessments may inclu
appropriate isolated and	2.5.0.A.5(D)		but are not limited to
applied settings.	2.5.6.A.4 (D)		discussion questions,
Unit 6: Rhythmic Movement			rubrics, written, and oth
			assessments.
	2.5.4.A.1 (M)		
Students will engage in	2.5.4.A.2 (M)		
rhythmic activities that			
respond to time, space/shape,	2.5.4.A.3 (M)		
and energy. Students will			
perform such movements as	2.5.4.A.4 (M)		
bending, twisting, stretching,	2.5.6.A.1 (D)		
and swinging, jagged, sharp,	2.5.0.A.1(D)		
smooth, bouncy, or jerky using	2.5.6.A.2 (D)		
various levels in space.			
Students will explore personal	2.5.6.A.3 (D)		
space while creating a planned			
and improvised dance sequences	2.5.6.A.4 (D)		
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Unit 7: Recreational and	2.5.4.B.1 (M)		
Cooperative Games	2540200		
	2.5.4.B.2 (M)		
	2.5.6.B.1 (D)		
Students will cooperatively			
work as a cohesive unit to	2.5.6.B.2 (D)		
accomplish goals as a team,			
use critical thinking, practice	2.5.4.C.1 (M)		
good sportsmanship and			
teamwork within the	2.5.4.C.2 (M)		
framework of physical	25(C1(D))		
challenges. Students will learn	2.5.6.C.1 (D)		
to play games that can be used	2.5.6.C.2 (D)		
at home with family and	2.3.0.C.2 (D)		
friends. Games include cup			

stacking, bocce ball,	2.5.6.C.3 (D)		
horseshoe, ring toss, and ladder	2.6.4.A.2 (M)		
golf.			
	2.6.6.A.2 (D) 2.5.4.A.1 (M)		
	2.5.4.A.2 (M)		
	2.5.4.A.3 (M)		
	2.5.4.A.4 (M)		
	2.5.6.A.1 (D)		
	2.5.6.A.2 (D)		
	2.5.6.A.3 (D)		
	2.5.6.A.4 (D)		
	2.5.4.B.1 (M)		
	2.5.4.B.2 (M)		
	2.5.6.B.1 (D)		
	2.5.6.B.2 (D)		
	2.5.4.C.1 (M)		
	2.5.4.C.2 (M)		
	2.5.6.C.1 (D)		
	2.5.6.C.2 (D)		
	2.5.6.C.3 (D)		
	2.6.4.A.2 (M)		
	2.6.6.A.2 (D)		
	2.5.4.A.1 (M)		
	2.5.4.A.2 (M)		
	2.5.4.A.3 (M)		
	2.5.4.A.4 (M)		
	2.5.6.A.1 (D)		
	2.5.6.A.2 (D)		
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2.5.6.A.3 (D)		
2.5.6.A.4 (D)		
2.5.4.B.1 (M)		
2.5.4.B.2 (M)		
2.5.6.B.1 (D)		
2.5.6.B.2 (D)		
2.5.4.C.1 (M)		
2.5.4.C.2 (M)		
2.5.6.C.1 (D)		
2.5.6.C.2 (D)		
2.5.6.C.3 (D)		
2.6.4.A.2 (M)		
2.6.6.A.2 (D)		
1.1.2.A.1 (R)		
1.1.2.A.2 (R)		
1.1.5.A.1 (R)		
1.1.5.A.4 (R)		
1.3.2.A.1 (R)		
1.3.2.A.2 (R)		
1.3.2.A.3 (R)		
1.3.2.A.4 (R)		
1.3.5.A.1 (R)		
1.3.5.A.2 (R)		
1.3.5.A.3 (R)		
1.3.5.A.4 (R)		
1.3.5.A.5 (R)		
2.5.4.A.1 (M)		

2.5.4.A.2 (M)		
2.5.4.A.3 (M)		
2.5.4.A.4 (M)		
2.5.6.A.1 (D)		
2.5.6.A.2 (D)		
2.5.6.A.3 (D)		
2.5.6.A.4 (D)		
2.5.4.A.1 (M)		
2.5.4.A.2 (M)		
2.5.4.A.3 (M)		
2.5.4.A.4 (M)		
2.5.6.A.1 (D)		
2.5.6.A.2 (D)		
2.5.6.A.3 (D)		
2.5.6.A.4 (D)		

Grading and Evaluation Guidelines GRADING PROCEDURES

Standard Base grading procedure

4 standards

1) Effort/Work habits during Physical Education

2) Listens and responds effectively

- RD= rarely demonstrates
- ID= inconsistently demonstrates
- UD= usually demonstrates

• CD= consistently demonstrates

3) Applies wellness concepts

4) Applies safe, efficient, and effective motor skills and fitness concepts

- BG = below grade level
- AG = approaching grade level
- MG = meeting grade level
- EG = exceeds grade level

EVALUATIVE CRITERIA OF INDIVIDUAL TEACHING UNITS

1. Units should be evaluated using three general areas: ACQUISITION APPLICATION EVALUATION

- 1. ACQUISITION includes the learning of skills, drills and comprehension.
- 2. APPLICATION is the students' utilization of those items in the acquisition portion.
- 3. EVALUATION is the grading of the degree of successful accomplishment of the acquisition and application.

Grade 4

10% Cognitive and affective oral/written tests (mental comprehension & understanding)

30% Psychomotor acquisition of skills (physical)

0% Fitness

60% Teacher professional evaluation (participation, effort, sportsmanship)

- 1. Students should be evaluated on a daily basis.
- 2. Roll book notations could include a legend that designates grading system as well as numerical designations, etc.

Other Details CONTENT FOCUS AREA AND COURSE NAME

Grade 4 Physical Education

Course #	School #'s	Course Level	Grade(s)	Min. Per Week	Elective/Required	Initial Course Adopted
4714	AE	A	4	80	R	05/09/91

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS (P= Primary and S= Secondary)

NJSL Standard		NJSL Standard		NJSL Standard	
1. Visual and Performing	S	5. Science	S	9. Career Education and Consumer/	
Arts				Family/ Life Skills	
2. Health and Physical	Р	6. Social Studies			
Education					
3. Language Arts Literacy		7. World Languages			
4. Mathematics	S	8. Technology			
		Literacy			