

# Grade 4 Physical Education

Content Area: **Health & PE**  
Course(s): **Physical Education Grade 4**  
Time Period: **Full Year**  
Length: **180**  
Status: **Published**

## NJSLS Health & PE

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HE.3-5.2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
HE.3-5.2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
HE.3-5.2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
HE.3-5.2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
HE.3-5.2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
HE.3-5.2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
HE.3-5.2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
HE.3-5.2.2.5.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).
HE.3-5.2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
HE.3-5.2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
HE.3-5.2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
HE.3-5.2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HE.3-5.2.2.5.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).
HE.3-5.2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
HE.3-5.2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
HE.3-5.2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
HE.3-5.2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

## **Rationale and Transfer Goals**

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In fourth grade, students focus on the importance of motor skills and movement concepts to be successful in physical activity and/or sports. The FITT principles are introduced. Students develop a deeper understanding of the four fitness components. Students continue to work successfully in a group, regardless of personal differences.

The Rationale of Lifetime Fitness is to provide students with knowledge and skills in order to improve levels in five areas of fitness, cardiorespiratory endurance, muscular strength, muscular endurance, body composition, and flexibility. With participation in all activities students will see improvement and learn to set short and long term goals which can help in other areas of life. Becoming physically fit can build confidence and esteem and can help students maintain concentration resulting in academic improvement in other classes.

## **Enduring Understandings**

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- Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.
- Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.
- Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.
- The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
- Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
- Personal and community resources can support physical activity.

## **Essential Questions**

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- How do motor skills and movement concepts relate to the activities or games played?
- How do you improve the four fitness components of physical fitness?
- How can individual differences enhance and contribute to group productivity?
- How can you improve your cardiovascular endurance?
- What does consideration for and cooperation for classmates and teachers look like in physical education class?
- Why is the development of motor skills essential during childhood?
- Why is it important to improve your cardiovascular fitness and muscular endurance?
- Why is physical activity important for my health?
- What does consideration for and cooperation for classmates and teachers look like in physical education class?

## **Content - What will students know?**

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- Physical activity involves using motor skills & knowledge of movement concepts.
- It is important to be able to participate in cardiovascular activities for an extended amount of time.
- It is important to know how to improve the four components of physical fitness.
- Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.

## **Skills - What will students be able to do?**

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- Demonstrates a rhythmic pattern while jumping rope and leaping
- Demonstrates proper body alignment during everyday activities
- Demonstrates sports-specific skills
- Identifies critical elements of motor skills and combines a variety of motor skills into a routine
- Participates in activities involving the four components of physical fitness
- Identifies and monitors the frequency, intensity, time, and type of physical activity with the use of technology
- Exhibits consideration for and cooperation with classmates and teachers

## **Activities - How do we teach content and skills?**

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- Leaps using proper technique, leading with each foot (e.g., hurdles, dance patterns)
- Consistently enters, jumps, and exits a rope turned by others
- Repeatedly jumps a self-turned rope
- Jumps for height and distance, landing with proper body alignment
- Maintains appropriate body alignment during everyday activities such as lifting, carrying, pushing and pulling
- Punts a ball using proper technique to targets or partners
- Throws overhand demonstrating accuracy and force to target or partners
- Foot dribbles a ball, maintaining control, while traveling within shared space
- Strikes a ball with a bat or racquet using proper body alignment and grip techniques
- Develops patterns and combinations of movements into repeatable sequences in activities such as sports-related, aerobic, jump rope, tumbling, rhythms or dance
- Describes essential elements of mature movement patterns
- Demonstrates activities that develop muscular strength, muscular endurance, flexibility, and cardiovascular endurance
- Participates in a variety of activities that improve cardiovascular endurance, muscular strength, muscular endurance, and flexibility
- Identifies basic fitness principles: frequency, intensity, time, and type of physical activity
- Identifies the benefits that may result from using technology such as pedometers and heart rate monitors in physical education classes

- Plays and cooperates with others regardless of personal differences
- Treats others with respect during play
- Resolves conflicts in socially acceptable ways
- Displays consideration of others in physical activity settings to accomplish group goals
- Works safely and productively during activity time

## **Assessments - How do we know students have learned?**

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Observations of students once a week

Review skills and concepts covered in third grade

2 weeks: beginning of the school year

Leaps

1 week

Enters, jumps, and exits a turning rope

2 weeks

Jumps a self-turned rope

2 weeks

Jumps for height and distance

1 week

Lift, carry, push, and pull

1 week and reinforced throughout the year

Punts a ball

1 week

Overhand throw

2 weeks

Foot dribbles a ball

1 week

Strikes a ball with implement

2 weeks

Develops patterns and combinations of movements

2 weeks

Describes critical elements of motor skills

2 weeks, developed throughout the year

Demonstrates the four fitness components

2 weeks, developed throughout the year

Physical activities that improve cardiovascular endurance , muscular strength, muscular endurance and flexibility

1 week, developed throughout the year

Identifies the FITT principles

1 week, developed throughout the year

Uses technology to monitor physical activity

2 weeks, developed throughout the year

Plays and cooperates with others regardless of personal differences

1 week, developed throughout the year

Treats others with respect during play

1 week, developed throughout the year

Resolves conflicts in socially acceptable ways

1 week, developed throughout the year

Displays consideration of others in physical activity settings to accomplish group goals

1 week, developed throughout the year

Works safely and productively

1 week, developed throughout the year

Review fourth grade topics as necessary and Introduce skills and concepts that will be assessed in fifth grade

3 weeks

Teacher's choice of standards-based activities.

3 weeks

Observation

Participation

### **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activities</b>
The student will know how to perform and properly demonstrate a test for each of the five components of fitness.	Building cardiorespiratory endurance Building muscle strength Building flexibility	Circuit exercises Lap Running/Walking

### **Career Readiness, Life Literacies, & Key Skills**

WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

### **Interdisciplinary Connections**

SCI.4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
MATH.4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
MATH.4.NBT.B.4	With accuracy and efficiency, add and subtract multi-digit whole numbers using the

standard algorithm.

- SOC.6.1.5.CivicsDP.1 Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- SOC.6.1.5.CivicsPR.1 Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- SOC.6.1.5.CivicsPR.3 Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- SOC.6.1.5.CivicsCM.2 Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- SOC.6.1.5.CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- SOC.6.1.5.CivicsCM.4 Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.