

Quinton Township School District
Physical Education
Grade 4
[Pacing Guide](#)

Unit	1	Unit Title:	Fitness and Movement	Pacing:	9 Days
Unit Summary: Leading a healthy life begins in childhood. In the first unit of fourth grade Physical Education, students examine what it means to be healthy as they assess their overall fitness and set a fitness goal. They also explore how rhythm and movement can impact health and examine how correcting movement errors leads to improved performance in sports and activities.					
Essential Question: How can I manage my health and fitness? How can rhythm and movement impact my health?					
Objectives: ● 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. ● 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.					
NJSLS-CHPE Standards: 2.2.5.LF.3, 2.2.5.PF.4, 2.2.5.MSC.1, 2.2.5.MSC.2, 2.2.5.MSC.3, 2.2.5.MSC.5					
Interdisciplinary Connections: 1.1.5.Pr4a, 1.1.5.Pr4b, 1.1.5.Pr4c, SL.PE.4.1, 6.1.5.CivicsPR.3					
Career Readiness, Life Literacies & Key Skills: 9.1.5.CR.1, 9.4.5.CI.1					

Computer Science & Design Thinking: 8.1.5.DA.1, 8.1.5.DA.5		
Career Education: 9.2.5.CAP.1		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Establish physical education routines and rules for outdoor and gymnasium spaces. - Assess students' fitness levels and have students establish a fitness goal to monitor. - Conduct movement activities that develop locomotor and non locomotor skills. - Perform dances such as square dances, Cotton Eyed Joe, Watch Me (Whip/Nae Nae), and the Wobble to build movement control and rhythm. - Have students create dances as means of self expression. - Conduct drills, relays, and games based on sports such as soccer and football to strengthen movement and coordination in applied settings.	Core Materials PE Central Kids Health Gr. 3-5: Fitness balls, pinnies, cones, beanbags Supplemental Resources PBSLearning: PE	Smart Board Applications Go Noodle Fitness Apps iPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments - Self Evaluation - Peer Evaluation - Teacher Observation	Summative Assessments - Oral Assessments - Skill Demonstration - Participation Rubric	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt,	Alternative Assessments Alternative Choice Projects	

content-specific benchmarks)		● Oral Assessments with Sentence Stems	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Reteach and review skills daily. ● Demonstrate skills. ● Assign positions on the field that suit students' needs and ability ● Every student has their own equipment to work at their own pace ● Assign partners with similar abilities.	● Partner with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand directions. ● Translate directions in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write.	● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Utilize strategic grouping with a positive academic role model.	● Allow self-directed learning for growth though independent projects. ● Allow to lead activities, design a movement sequence, and serve as peer mentor. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

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Unit	2	Unit Title:	Fitness and Manipulative Skills	Pacing:	9 Days
Unit Summary: In this unit, fourth graders build on their understanding of wellness as they examine factors that can have a positive or negative influence on their personal fitness. Additionally, students demonstrate proper technique, coordination, and safety as they apply manipulative skills in cooperative activities and sports.					
Essential Questions: How can I strive to be healthier? How does proper manipulative skill form and technique promote health?					
Objectives: ● 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 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/racquet). ● Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities.					
NJSLS-CHPE Standards: 2.1.5.PGD.1, 2.2.5.N.1, 2.2.5.N.2, 2.2.5.N.3, 2.2.5.LF.2, 2.2.5.PF.3, 2.2.5.PF.4, 2.2.5.PF.5, 2.2.5.MSC.3, 2.2.5.MSC.4, 2.2.5.MSC.6, 2.2.5.MSC.7					

Interdisciplinary Connections: SL.PE.4.1, 6.1.5.CivicsPR.3		
Career Readiness, Life Literacies & Key Skills: 9.4.5.CI.1, 9.4.5.CI.2		
Computer Science & Design Thinking: 8.1.5.DA.1, 8.1.5.DA.5		
Career Education: 9.2.5.CAP.1		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Play a variety of games such as basketball, floor hockey, puff ball, and soccer to practice throwing, catching, dribbling, shooting with implements or body parts. - Apply manipulative skills through activities such as Soccer Knockout or Frisbee Tippers to practice safe movement with boundaries.	Core Materials PE Central Soccer Knockout Frisbee Tippers balls, frisbees, bowling ball, pins, cones, sticks Supplemental Resources PBS Learning: PE	Smart Board Applications Go Noodle Fitness Apps iPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments - Self Evaluation - Peer Evaluation - Teacher Observation	Summative Assessments - Oral Assessments - Skill Demonstration - Participation Rubric	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments with Sentence Stems	

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Reteach and review skills daily. • Demonstrate skills. • Assign positions on the field that suit students' needs and ability • Every student has their own equipment to work at their own pace • Assign partners with similar abilities.	• Partner with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand directions. • Translate directions in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Utilize strategic grouping with a positive academic role model.	• Allow self-directed learning for growth through independent projects. • Allow to lead activities, design a movement sequence, and serve as peer mentor. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	3	Unit Title:	Movement to Enhance Flexibility	Pacing:	9 Days
Unit Summary: Activities that enhance flexibility and core strength contribute significantly to overall fitness because they use muscle groups and body orientations that support balance and stability. In developing nonlocomotor skills and spatial awareness, students are also learning about lifelong fitness and the mind-body connection.					
Essential Questions: How does controlled movement impact my health? How does physical activity support mental well-being?					
Objectives: ● Describe specific strategies that will maintain or improve each health-related and skill- related fitness component. ● Identify factors (health status, interests, environmental) that impact personal fitness and explain their potential positive and negative effects. ● Demonstrate fluid controlled movements involving weight transfer in upright, inverted, and horizontal support positions. ● Demonstrate a variety of ways to move in the air and land with control. (i.e. jumping, leaping, vaulting).					
NJSLS-CHPE Standards: 2.2.5.LF.1, 2.2.5.LF.4, 2.2.5.PF.1, 2.2.5.MSC.1, 2.2.5.MSC.3					
Interdisciplinary Connections: SL.PE.4.1, 6.1.5.CivicsPR.4					
Career Readiness, Life Literacies & Key Skills: 9.4.5.CI.1, 9.4.5.CT.4					
Computer Science & Design Thinking: 8.1.5.DA.1, 8.1.5.DA.5					

Career Education: 9.2.5.CAP.1			
Overview of Activity/Focus		Instructional Materials	Technology Infusion
- Conduct discussions to explore how non locomotor skills impact our health and well-being. - Conduct individual, partner, and group activities such as yoga to practice weight transfer in upright, inverted, and horizontal support positions. - Conduct gymnastic activities to practice a variety of ways to move in the air and land with control. - Practice movement through bowling.		Core Materials PE Central Elementary Gymnastics Guide mats, balls, targets, bean bags, bowling balls, pins, cones Supplemental Resources PBS Learning: PE	Smart Board Applications Go Noodle Fitness Apps IPad Student-Created Movement Music Playlists
Assessments			
Formative Assessments - Self Evaluation - Peer Evaluation - Teacher Observation		Summative Assessments - Oral Assessments - Skill Demonstration - Participation Rubric	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments with Sentence Stems	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
Modify and accommodate as listed in student IEP or 504 plan.	Partner with native-language-speaking teacher/paraprofessional as	Make modifications to instructional plans based on I and RS Plan.	Allow self-directed learning for growth though independent projects.

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Unit	4	Unit Title:	Lifetime Fitness and Cooperative Games	Pacing:	9 Days
Unit Summary: In this unit of fourth grade physical education students combine their manipulative, locomotor, non locomotor, and body management skills in playing cooperative games. Through teamwork and cooperation, students explore what it means to be a good sport and apply their understanding of offensive and defensive strategies. Students also plan for fitness outside of PE class during summer months and beyond.					
Essential Questions: How does communication affect cooperation? Why are rules important to games? How can strategy affect outcome? What is good sportsmanship?					
Objectives: • 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.					
NJSLS-CHPE Standards: 2.1.5.SSH.4, 2.1.5.SSH.5, 2.2.5.LF.1, 2.2.5.LF.5, 2.2.5.PF.4, 2.2.5.MSC.2, 2.2.5.MSC.3, 2.2.5.MSC.5, 2.3.5.PS.1					

Interdisciplinary Connections: SL.PE.4.1, 6.1.5.CivicsPR.3		
Career Readiness, Life Literacies & Key Skills: 9.1.5.CR.1, 9.4.5.CI.1, 9.4.5.CI.3		
Computer Science & Design Thinking: 8.1.5.DA.1, 8.1.5.DA.5		
Career Education: 9.2.5.CAP.1		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Through scenarios or video examples, examine key elements of good sportsmanship. - Conduct activities such as Human Foosball to foster trust and cooperation among groups. - Conduct track and field events to practice manipulative, locomotor, non locomotor and spatial skills. - Play games such as soccer, small-group wiffleball, Frisbee golf, and Bonkerball to practice offensive and defensive strategy. Alter rules so students can practice adapting their strategies for different situations. - Explore ways to be active in summer and have students design a plan for their summer fitness.	Core Materials PE Central Mr. Gym Cooperative Games UBC Cooperative Games Bonker Ball Human Foosball scooters, chairs, relay courses, cones Supplemental Resources PBS Learning: PE	Smart Board Applications Go Noodle Fitness Apps IPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments - Self Evaluation - Peer Evaluation - Teacher Observation	Summative Assessments - Oral Assessments - Skill Demonstration - Participation Rubric	
Benchmark Assessments	Alternative Assessments	

● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		● Alternative Choice Projects ● Oral Assessments with Sentence Stems	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
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