

Course Title:	Physical Education and Health
Grade(s):	4th

Course Description
The Grade 4 Health and Physical Education program is designed to bridge the gap between fundamental movement and specialized sports skills. Students refine their motor patterns in increasingly complex environments, shifting focus from "how" to move to "why" certain strategies are effective. The curriculum integrates the Connecticut Grade 4 Standards, emphasizing the analysis of physical activity for fitness benefits, the identification of health-related fitness components, and the transition toward responsible, independent social behavior. Students will explore health topics including disease prevention, wellness, and safety, while developing the resilience and cooperation necessary for lifelong physical literacy.
Approved Curricular Materials/Textbook(s)
Healthy and Balanced Living Curriculum Framework: Health Education and Physical Education Connecticut State Department of Education — 2021 (Updated May 2022)

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: PE Rules, Expectations	This unit reinforces safety protocols and behavioral expectations, shifting the focus to student-led adherence and the understanding of how rules create an inclusive environment. Unit Objectives: • Exhibit responsible personal and social behavior that respects self and others in both teacher-led and independent group situations. • Demonstrate the ability to actively engage in physical education class activities without constant teacher prompting. • Identify and follow safety principles, rules, and procedures for various physical activity settings.	2-3 Weeks

Unit 2: Recess Games (Kickball, 4Square, Gaga Ball)	Students move beyond basic participation to analyze game-play strategies and identify how these activities contribute to their personal health. Unit Objectives: • Apply simple offensive and defensive strategies and tactics in chasing and fleeing activities. • Analyze physical activity opportunities outside of physical education class for the specific fitness benefits they provide. • Demonstrate the ability to work cooperatively with others regardless of skill level.	2-3 Weeks
Unit 3: Hockey	This unit focuses on the mature pattern of striking with a long-handled implement, emphasizing the transition from stationary striking to striking while moving. Unit Objectives: • Demonstrate the application of concepts of direction and force to strike an object with a long-handled implement. • Apply offensive strategies, such as moving to open space, to maintain possession of an object. • Exhibit proper etiquette and respect for equipment and peers during stick-based activities.	2-3 Weeks
Unit 4: Bowling	Students refine their underhand rolling technique and begin to analyze how movement adjustments impact their accuracy. Unit Objectives: • Execute an underhand roll with a mature pattern, focusing on consistent follow-through. • Analyze movement situations and adjust force and direction to improve target accuracy. • Demonstrate the ability to take turns and record scores accurately.	2-3 Weeks
Unit 5: Veterans Day Obstacle Course	Students navigate complex courses that require combining multiple movement concepts while recognizing the value of physical activity for social interaction.	1 Week

	Unit Objectives: • Combine movement concepts (direction, levels, force, time) with skills as directed by the teacher. • Recognize the value of physical activity for challenge, self-expression, and social interaction. • Demonstrate the ability to move safely through a crowded general space at varying speeds.	
Unit 6: Violence Prevention, Social Awareness, and Bullying	Students develop the social-emotional skills necessary to maintain a safe, inclusive environment by learning to identify bullying behaviors and apply effective conflict-resolution strategies. Unit Objectives: • Identify the differences between positive peer interactions and bullying or aggressive behaviors. • Demonstrate effective communication skills to de-escalate conflict and stand up for self and others. • Describe how social awareness and empathy contribute to a respectful and safe school community. • Identify trusted adults and resources for reporting and seeking help in unsafe situations.	2-3 Weeks
Unit 7: 9 Square in the Air	This unit focuses on vertical striking and volleying, requiring quick reaction times and the application of strategy to maintain court position. Unit Objectives: • Apply concepts of direction and force when striking an object upward toward a designated target zone. • Apply basic offensive and defensive strategies in net and wall small-sided practice tasks. • Accept and involve others with varying skill abilities into the game to ensure an inclusive environment.	2-3 Weeks
Unit 8: Ping Pong	Students develop refined control and hand-eye coordination using short-handled implements, focusing on the tactical placement of the ball.	2-3 Weeks

	Unit Objectives: • Apply the concepts of direction and force when striking an object with a short-handled implement toward a target. • Demonstrate the recognition of the type of striking action needed for different game situations. • Exhibit proper etiquette and sportsmanship unique to table-based net games.	
Unit 9: Dance	Students progress from basic rhythmic following to creating and performing complex movement sequences. This unit emphasizes the use of transitions and the ability to analyze how different movement qualities (force and flow) change the expression of a dance. Unit Objectives: • Combine movement concepts including varying levels, pathways, and force to create and perform a simple rhythmic sequence with a partner. • Demonstrate a mature pattern of locomotor skills while maintaining synchronization with a rhythmic beat or musical phrase. • Identify and describe how different styles of dance serve as a form of self-expression and social interaction across various cultures.	2-3 Weeks
Unit 10: Basketball	This unit transitions students from isolated skill practice to dynamic game-play. The focus is on analyzing the movement situation to choose between dribbling, passing, or shooting based on the position of defenders and teammates. Unit Objectives: • Dribble with control at varying speeds and directions while simultaneously maintaining spatial awareness of teammates and defenders. • Analyze small-sided practice tasks to identify open passing lanes and execute a mature passing pattern to a moving target. • Demonstrate responsible interpersonal behavior by consistently involving all teammates in offensive strategies during game-play.	2-3 Weeks
Unit 11: Jump Roping	Students focus on the relationship between rhythmic coordination and cardiovascular health. In 4th grade, students move beyond basic jumping to analyzing their own endurance and mastering specific footwork patterns that	1-2 Weeks

	require higher levels of coordination. Unit Objectives: • Demonstrate a variety of jump rope skills that require the combination of timing, force, and rhythm, such as crossovers or continuous jumping. • Identify jump roping as a vigorous activity and explain how it contributes to the development of cardiovascular endurance. • Analyze personal effort and persistence during jumping sets to identify areas for improved physical stamina and heart health.	
Unit 12: Kids Heart Challenge/Obstacle Course	Students complete high-intensity challenges to simulate the circulatory system, focusing on how vigorous activity strengthens the heart and improves endurance. Unit Objectives: • Identify the heart as a muscle that strengthens through regular vigorous activity. • Monitor personal heart rate and breathing changes during and after exertion. • Apply pacing strategies to maintain a high level of effort throughout the course. • Describe how exercise and hydration contribute to optimal cardiovascular health.	2-3 Weeks w/ Obstacle Course and Health Imbedded
Unit 13: Pickleball	Students apply short-handled striking skills to net-game strategies, focusing on court positioning, serving mechanics, and maintaining rallies. Unit Objectives: • Demonstrate a mature pattern of serving and returning a ball over a net using a paddle. • Apply offensive and defensive tactics, such as court placement, to maintain a rally. • Exhibit proper court etiquette and sportsmanship independently during competitive play.	2-3 Weeks

Unit 14: Track and Field	This unit provides fun exposure to sprinting, hurdles, jumping, and throwing, with an emphasis on personal growth and trying new athletic disciplines. Unit Objectives: • Demonstrate proper form for sprinting and clearing low hurdles. • Execute basic phases of long jumping and modified throwing techniques. • Use pacing to sustain energy across various track and field events.	2 Weeks
Unit 15: Fitness Testing	Students participate in standardized assessments and analyze their personal results to identify fitness strengths and areas for growth in the following: 15 Meter PACER, Back Saver Sit and Reach, Curl Up, and Push Up tests. Unit Objectives: • Analyze fitness assessment results by comparing personal data to health-related standards. • Identify specific strategies for progress in fitness areas requiring growth. • Link each physical test to its corresponding health-related fitness component.	3-4 Weeks
Unit 16: Biking	This unit focuses on the safety protocols, mechanical skills, and balance required for successful community-based recreation and lifelong health. Unit Objectives: • Identify and follow community safety rules, signals, and protocols for safe biking. • Navigate pathways while maintaining balance and control at varying speeds. • Recognize biking as a lifetime physical activity that supports optimal cardiovascular wellness.	3 Weeks
Unit 17: Outdoor Games	In this culminating unit, students independently manage and participate in various lifetime recreational games, applying all prior movement concepts. Unit Objectives: • Apply advanced movement concepts and offensive/defensive strategies to self-selected games.	1 Week

	• Demonstrate responsible interpersonal behavior in independent group situations. • Analyze how outdoor recreation provides opportunities for personal challenge and social interaction.	
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