

# **Pequannock Township School District**

## **Curriculum Syllabus**

### **Physical Education- Grade 4**

#### **Course Description:**

The goal of physical education is to help students learn a variety of important life skills, which include movement skills, knowledge, and behavior/social skills, over the course of each school year. These include: locomotors, non-locomotors, manipulative skills, team-building, social interaction skills, cognitive concepts linked to fitness, wellness, skill development, and social skills appropriate to each grade/developmental level. This is essential to engage students in exploration through games and activities. These activities will provide the student with the opportunity to enhance his/her ability to brainstorm ideas, make decisions, solve problems, build cooperative teams, and resolve conflicts. Moreover, we want all students to develop an understanding of the importance of lifelong fitness and skill building concepts. It is important that we instill healthy living and activity knowledge, skills, and disposition at a young age in an attempt to impact positive lifestyle choices and patterns for the long term.

#### **Objectives:**

1. To develop a level of body movement and movement skills necessary for games, sports and lifetime recreational pursuits.
2. An opportunity to learn and appreciate the enjoyment derived through physical activity
3. The necessary environment where positive attitudes toward health and safety can be learned through physical activity
4. The opportunity to learn basic sports skills
5. To participate fully and actively in various team-building activities
6. To acquire motor skills necessary for participation in lead up games and team sports
7. The opportunities to be involved in making decisions and assuming the responsibilities of these decisions
8. To recognize self as a physical being and that using one's body can be a satisfying and rewarding experience
9. To understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction
10. The ability to recognize the value of reflection or debriefing of an activity through written self-assessment.

#### **Course Standards:**

The following is a list of NJSLs that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLs are

the basis of the assessment of student achievement. The learner will demonstrate mastery of:

**Movement Skills and Concepts-** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

- 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

Ongoing feedback impacts improvement and effectiveness of movement actions.

- 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

- 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
- 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.

**Fitness and Physical Activity-** Each component of fitness contributes to personal health as well as motor skill performance.

- 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.
- 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

- 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical

- experiences.
- 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- 2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- 2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- 2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.

Personal Growth and Development- The dimensions of wellness are interrelated and impact overall personal well being.

- 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.

Nutrition- 4 Choosing a balanced variety of nutritious foods contributes to wellness.

- 2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

Decision Making and Goal Setting- Many health-related situations require the application of a thoughtful decision-making process.

- 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.B.4 Develop a personal health goal and track progress.

Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.

- 2.2.6.B.1 Use effective decision-making strategies.
- 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

Diseases and Health Conditions- Knowledge about diseases and disease prevention promotes health-enhancing behaviors.

- 2.1.2.C.1 Summarize symptoms of common diseases and health conditions.

Sportsmanship, Rules, and Safety- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to the enjoyment of the event.

- 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.
- 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer

## Scope and Sequence

Unit Plan I: Movement Education/Rhythm	7 Weeks
Unit Plan II: Wellness	7 Weeks
Unit Plan III: Manipulative Skills	7 Weeks
Unit Plan IV: Movement Locomotor/Nonlocomotor Skills	7 Weeks
Unit Plan V: Lifetime/Cooperative Activities	7 Weeks
Unit Plan VI: Project Adventure	5 Weeks

## Assessments

Evaluation of student achievement in this course will be based on the following:

- Teacher Observation, Physical Fitness Requirements, Rubrics, Student Self Assessment

## Curriculum Resources

- Physical Education Central: [www.pecentral.org](http://www.pecentral.org)
- National Association for Sport and Physical Education: [www.aahperd.org](http://www.aahperd.org)
- N.J. Association for Health Physical Education Recreation and Dance  
[www.njahperd.org](http://www.njahperd.org)
- Physical Education Links for You: [www.pelinks4u.org](http://www.pelinks4u.org)
- Physical Education Universe: [www.peuniverse.org](http://www.peuniverse.org)

## Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Play Outside
- Go for a family walk

- Have students play a sport (if interested)
- Eat Healthy