

# PITTSGROVE TOWNSHIP SCHOOL DISTRICT



<b>Course Name:PE and Health</b>	<b>Grade Level(s):4</b>
<b>Department:PE/Health</b>	<b>Credits:</b>
<b>BOE Adoption Date:</b>	<b>Revision Date(s):</b>

### Course Description

In Fourth grade Physical Education, instruction will continue focus on skill development through participation in, drills, lead-up games and modified team sports play. Students will develop better offensive & defensive strategies and a greater sense of spatial awareness, teamwork, cooperation, and communication while participating in a fun safe environment. Students will show an appreciation for physical fitness through drills, games, minute runs and exercises. They will continue to set fitness goals that will help to reiterate the importance of healthy living through physical fitness.

In Fourth grade Health, focus is on Nutrition. They will use the MyPlate guide to learn more about the 5 food groups, their nutritional value, importance of food labels, and how food affects our health. They will use this information to create their own healthy meal plan.

### **Mission Statement**

*The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.*

### **Curriculum & Instruction Goals**

To ensure the District continues to work toward its mission of growing all learners both academically and personally, the following curriculum and instruction goals direct the conversation:

#### **Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum Pre-K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

### **How to Read this Document**

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed.

## Pacing Guide

**Course Title:**

**Prerequisite(s):**

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<b>Unit 1: Fall Outdoor Games: Football, handball, soccer, Capture the Flag, exercises, Minute Runs</b>	<b>10 days</b>	HPE.2.5.2.A.CS1 HPE.2.5.2.A.1 HPE.2.5.2.A.2 HPE.2.5.2.A.4 HPE.2.5.2.B.CS1 HPE.2.5.2.B.1 HPE.2.5.2.B.2 HPE.2.5.2.B.3 HPE.2.5.2.B.4 HPE.2.5.2.C.CS1 HPE.2.5.2.C.1 HPE.2.5.2.C.2 HPE.2.6.2.A.CS1 HPE.2.6.2.A.1 HPE.2.6.2.A.2 HPE.2.6.2.A.3	<b>Gross motor skills, spatial awareness, sportsmanship, strategy, physical fitness, pacing, fitness goals</b>	<b>Football:</b> -Students will demonstrate the ability to throw a spiral & catch w/ a partner. -Students will be introduced to punting skills for drills/game play. -Students will use running/dodging skills in lead-up game. -Students will use their knowledge of the offense positions of QB, Center & Receiver and job of the defensive in game situations. -Students will use knowledge of directions & rules to game. <b>Handball:</b> -Students will be able to throw and catch(overhand, underhand & soccer style). -Students will use defensive knowledge in drills/game play. -Students will learn various ways to score. -Students will use knowledge of directions & rules to game. <b>Soccer:</b> -Students will be able to dribble,

				<p>trap &amp; “kick pass” a ball in drills and game situations.</p> <ul style="list-style-type: none"> <li>-Students will be introduced to the defensive position of goalie and use it in drills/game play.</li> <li>-Students will use their knowledge of punting in game play.</li> <li>-Students will use their knowledge of “throw-ins” in game play.</li> <li>-Students will use defensive knowledge in drills/game play.</li> <li>-Students will use knowledge of directions &amp; rules to game.</li> </ul> <p><b>Capture the flag:</b></p> <ul style="list-style-type: none"> <li>-Students will be able to run, dodge, and use stragy to accomplish goals.</li> <li>-Students will use tagging as a defensive strategy.</li> <li>-Students will use knowledge of directions &amp; rules to game.</li> <li>-Students will be able to properly utilize the space on the field in all of the outdoor drills/games.</li> <li>-Students will be able to show good sportsmanship through teamwork in drills and game play.</li> <li>-Students will use knowledge of offensive &amp; defensive strategy.</li> <li>-Students will demonstrate physical fitness, pacing, setting fitness goals while preparing for Mile Run (doing minute runs starting with 4 minutes and increasing each month by 1minute) and warm-ups.</li> </ul>
<b>Unit 2:</b>	<b>12 days</b>	<b>HPE.2.5.2.A.CS1</b>	<b>Gross motor skills, spatial</b>	<b>Scoterball:</b>

<p><b>Indoor Games: Scooter Ball, Parachute, Basketball, Matt Ball, Hockey, Minute Runs &amp; Exercise/Jump roping</b></p>		<p>HPE.2.5.2.A.1 HPE.2.5.2.A.2 HPE.2.5.2.A.4 HPE.2.5.2.B.CS1 HPE.2.5.2.B.1 HPE.2.5.2.B.2 HPE.2.5.2.B.3 HPE.2.5.2.B.4 HPE.2.5.2.C.CS1 HPE.2.5.2.C.1 HPE.2.5.2.C.2 HPE.2.6.2.A.CS1 HPE.2.6.2.A.1 HPE.2.6.2.A.2 HPE.2.6.2.A.3</p>	<p>awareness, sportsmanship, Physical fitness, pacing, fitness goals</p>	<p>-Students will use scooter and throwing/ catching skills in drills &amp; game play. -Students will use their understanding of defense in drills &amp; game play. -Students will use knowledge of directions &amp; rules to game. <b>Parachute:</b> -Students will use exercises, walking, jogging &amp; running, ball skills, jump rope challenge and teamwork/cooperation. <b>Basketball:</b> Students will use their passing, catching, shooting and rebounding skills in drills &amp; game play. -Students will use ther knowledge of the 2-1-2 zone defense for skills/game play. -Students will use knowledge of directions &amp; rules to game. <b>-Matt Ball:</b> Students will show understanding using the skills, kicking, running bases, target throwing/catching in game play <b>Floor Hockey:</b> -Students will use knowledge of dribble, trap, and shooting skills in drills and game play. -Students will use knowledge of directions &amp; rules to game. <b>JRFH:</b> -Students will use previously learned jumping roping skills. -Students will review the</p>
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				<p>importance of physical fitness on the body.</p> <ul style="list-style-type: none"> <li>-Students will do the JRFH.</li> <li>-Students will be able to properly utilize the space on the court in all of the indoor drills/games.</li> <li>-Students will be able to show good sportsmanship through teamwork in drills and game play.</li> <li>-Students will use knowledge of offensive &amp; defensive strategy.</li> <li>-Students will demonstrate physical fitness, pacing, setting fitness goals while preparing for Mile Run and warm-ups.</li> </ul>
<p><b>Unit 3: Spring Outdoor Games: Ultimate Frisbee, Wiffle ball, Mile Run, Kickball, Exercises &amp; Minute Runs</b></p>	<p><b>10 days</b></p>	<p>HPE.2.5.2.A.CS1 HPE.2.5.2.A.1 HPE.2.5.2.A.2 HPE.2.5.2.A.4 HPE.2.5.2.B.CS1 HPE.2.5.2.B.1 HPE.2.5.2.B.2 HPE.2.5.2.B.3 HPE.2.5.2.B.4 HPE.2.5.2.C.CS1 HPE.2.5.2.C.1 HPE.2.5.2.C.2 HPE.2.6.2.A.CS1 HPE.2.6.2.A.1 HPE.2.6.2.A.2 HPE.2.6.2.A.3</p>	<p><b>Gross motor skills, spatial awareness, sportsmanship, strategy, physical fitness, pacing, fitness goals</b></p>	<p><b>Ultimate Frisbee:</b></p> <ul style="list-style-type: none"> <li>-Students will show knowledge of throing, and catching a frisbee in drill and game play.</li> <li>-Students will learn various ways to score.</li> <li>-Students will use knowledge of directions &amp; rules to game.</li> </ul> <p><b>Softball:</b></p> <ul style="list-style-type: none"> <li>-Students will show knowledge of throwing and catching softball.</li> <li>-Students will show knowledge of how to hitting an underhand pitch and running the bases.</li> <li>-Students will learn how to underhand pitch.</li> <li>-Students will show knowledge of fielding pop-ups &amp; ground balls in a game situation.</li> <li>-Students will use knowledge of directions &amp; rules to game.</li> </ul>

				<ul style="list-style-type: none"> <li>-Students will be able to properly utilize the space on the field in all of the outdoor drills/games.</li> <li>-Students will be able to show good sportsmanship through teamwork in drills and game play.</li> <li>-Students will use knowledge of offensive &amp; defensive strategy.</li> <li>-Students will demonstrate physical fitness, pacing, achieving fitness goals when running the Mile and warm-ups.</li> </ul>
<b>Unit 4: Health 4</b>  <b>Safety Review</b> <b>Nutrition</b>	<b>4 days</b>	<b>HPE.2.1.4.B.CS1</b> <b>HPE.2.1.4.B.1</b> <b>HPE.2.1.4.B.2</b> <b>HPE.2.1.4.B.3</b> <b>HPE.2.1.4.B.4</b>	<b>Learn what “a diet”is. Learn about My Plate Food guide, five food groups and their nutritional values. Learn what is a healthy meal, how food affects our bodies, how to plan a meal &amp; use of food guide labels.</b>	<ul style="list-style-type: none"> <li>-My Plate, Name the nutrients in foods &amp; be able to place foods in correct food group.</li> <li>- Be able to read a label on food packaging to tell if food is healthy.</li> <li>-Understand the difference between healthy/non- healthy eating.</li> <li>-Be able to create healthy meal using My Plate as a guide.</li> </ul>

## Instructional Unit Map

Course Title: Physical Education Grade 4

<b>Unit Title</b>	<b>Fall Outdoor Games: Football, Handball, Soccer, Capture the Flag, Exercises and “Minute Runs”</b>	<b>Start Date:</b>	September-October
		<b>Length of Unit:</b>	10 days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<p><b>HPE.2.5.2.A.CS1</b> Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p><b>HPE.2.5.2.A.1</b> Explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings</p> <p><b>HPE.2.5.2.A.2</b> Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p><b>HPE.2.5.2.A.4</b> Correct movement errors in response to feedback.</p> <p><b>HPE.2.5.2.B.CS1</b> Teamwork consists of effective</p>	<b>Learning Goals</b>	<p><i>-Students will understand and be able to use movement skills, pacing and spatial awareness in various drills and game play.</i></p> <p><i>-Students will understand and implement offensive and defensive strategy during game play.</i></p> <p><i>-Students will understand physical fitness and implement fitness goals.</i></p> <p><i>--Students will understand and be able to demonstrate good Sportsmanship, strategy, teamwork and cooperation..</i></p>



	<p>communication and other interactions between team members.</p> <p><b>HPE.2.5.2.B.1</b> Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p><b>HPE.2.5.2.B.2</b> Explain the difference between offense and defense.</p> <p><b>HPE.2.5.2.B.3</b> Determine how attitude impacts physical performance.</p> <p><b>HPE.2.5.2.B.4</b> Demonstrate strategies that enable team and group members to achieve goals</p> <p><b>HPE.2.5.2.C.CS1</b>- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p><b>HPE.2.5.2.C.1</b> Explain what it means to demonstrate good sportsmanship.</p> <p><b>HPE.2.5.2.C.2</b> Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities</p> <p><b>HPE.2.6.2.A.CS1</b> Appropriate types and amounts of physical activity enhance personal health.</p> <p><b>HPE.2.6.2.A.1</b> Explain the role of regular physical activity in relation to personal health.</p>		
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<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications /Accommodations</i> ) – planned for prior to instruction	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>-Word/picture wall</li> <li>-Exp/demo activities (preferred seating if needed)</li> <li>-Partners for help/encouragement</li> <li>-Immediate feedback</li> <li>-Individual exp/demo Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>-Word/picture wall</li> <li>-Exp/demo activities (preferred seating if needed)</li> <li>-Partner help &amp; encouragement</li> <li>-Immediate feedback</li> <li>-Individual exp/demo</li> <li>-Extra time</li> <li>-Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>-Word/picture wall</li> <li>- Modify equipment</li> <li>- Provide extra time</li> <li>- “One on one” instruction</li> <li>-Modification to rules &amp; game</li> <li>-Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>- Allow students to be group leaders</li> <li>- Allow students to help with group and “one on one” instruction</li> <li>-Independent work</li> </ul>
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b> <ul style="list-style-type: none"> <li>-Modification of equipment if necessary</li> <li>-Allow students to borrow sneakers so to participate</li> <li>-Incentives for participation...Sneaker Award</li> <li>-Students choose their partners and teams</li> <li>-Time outs</li> </ul>		<b>Expression (Products and/or Performance)</b> <ul style="list-style-type: none"> <li>-Small group presentation of skills</li> <li>-Extra drills to help skill work</li> <li>-Individual help with skills or game play</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II : ,dodge, strategy, spatial awareness,skills, goals, drills, score, positions, cooperation, teamwork, exercise, jumping jacks, toe touches, sit-ups, push-ups, mountain climbers, lunges, squats, pass, kick,</p> <p>Tier III:Tier III: gross motor skills,offense,defense,receive, snap, line of scrimmage, QB, center,spiral throw, punt, receiver, in-bounds, out-of bounds,end zone, touch down, penalty, offside, dribble, throw-ins, trap, shoot, handball, goal line,sideline, gross motor skills</p>			

<b>Integration of Technology</b> <a href="#">SAMR</a>	-Use computer,LCD projector,Smart Boards to allow students to view the game/activity/skill before they begin participating. -Use pedometers during minute runs to track steps		
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	LA. .SL..4 Speaking and Listening Comprehension & Collaboration LA.SL.4.1A Engage effectively in a range of collaboration discussions(one on one, in groups and teacher-led)with Diverse partnerson grade 4 topics, building on others' ideas and expressing their own clearly CRP1 CPR3 CPR4 CPR6 CPR8 CPR9 CPR12		
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>		
	<b>Skills</b>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">-Health Literacy</td> <td style="width: 50%; text-align: center;">           -Creativity            -Social &amp; Cross Cultural Skills            -Flexibility &amp; Adaptability            -Critical thinking            -Leadership &amp; Responsibility         </td> </tr> </table>	-Health Literacy	-Creativity -Social & Cross Cultural Skills -Flexibility & Adaptability -Critical thinking -Leadership & Responsibility
-Health Literacy	-Creativity -Social & Cross Cultural Skills -Flexibility & Adaptability -Critical thinking -Leadership & Responsibility		
<b>Resources/Materials</b>	PE central-drills & games You-tube videos on: football-punting, soccer strategic skills on field Students feedback PE Convention-seminars on drills & games		

	SHAPE Go Noodle
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Instructional Unit Map			
Course Title: Physical Education Grade 4			
<b>Unit Title</b>	Indoor Games: Scooterball, Basketball, Floor Hockey, Holiday Games, Newcombe, Matt Ball, Minute Runs, Exercises	<b>Start Date:</b>	
		<b>Length of Unit:</b>	
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<p><b>HPE.2.5.4.B Strategy</b>  <b>HPE.2.5.4.B.CS1 Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</b>  <b>HPE.2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies</b>  <b>HPE.2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</b>  <b>HPE.2.5.4.A Movement Skills and Concepts</b></p>	<b>Learning Goals</b>	<p><i>-Students will understand and be able to use movement skills, pacing and spatial awareness in various drills and game play.</i>  <i>-Students will understand and implement offensive and defensive strategy during game play.</i>  <i>-Students will understand physical fitness and implement fitness goals.</i>  <i>--Students will understand and be able to demonstrate good sportsmanship, teamwork and cooperation.</i></p>

	<p><b>HPE.2.5.4.A.CS1</b> Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p><b>HPE.2.5.4.A.1</b> Explain and perform essential elements of movement skills in both isolated settings and applied settings</p> <p><b>HPE.2.5.4.A.2</b> Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p><b>HPE.2.5.4.A.CS2</b> Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p><b>HPE.2.5.4.A.4</b> Correct movement errors in response to feedback and explain how the defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</p> <p><b>HPE.2.5.4.B.1</b> Explain and demonstrate the use of basic offensive and defensive strategies</p> <p><b>HPE.2.5.4.B.2</b> Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p><b>HPE.2.5.4.C</b> Sportsmanship, Rules, and Safety</p>		
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	<p><b>HPE.2.5.4.C.CS1</b> - - Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p><b>HPE.2.5.4.C.1</b> Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</p> <p><b>HPE.2.5.4.C.2</b> Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>								
<b>Essential Questions</b>	<p><i>1. What is the importance of movement skills during individual or team activities? 2. What is the importance of offensive and defensive strategies in any team sport? 3. Why is understanding sportsmanship, rules and safety relatable to everyday life? 4. How can team sports &amp; exercise help to improve lifelong physical fitness? 5. How can team sports relate to life skills?</i></p>								
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<table border="1"> <thead> <tr> <th>Formative</th> <th>Summative</th> <th>Alternative</th> </tr> </thead> <tbody> <tr> <td> <b>Teacher observation</b>  <b>Student discussion</b> </td> <td>           - <b>Teacher observation of skills during drills and game play</b>            -<b>Daily rubric</b> </td> <td></td> </tr> </tbody> </table>			Formative	Summative	Alternative	<b>Teacher observation</b> <b>Student discussion</b>	- <b>Teacher observation of skills during drills and game play</b> - <b>Daily rubric</b>	
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<b>Teacher observation</b> <b>Student discussion</b>	- <b>Teacher observation of skills during drills and game play</b> - <b>Daily rubric</b>								
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<p>-Teacher led Q &amp; A -Student demonstrations</p>								

<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>-Teacher review previous lessons.</li> <li>-Teacher explanation of warm-up &amp; skills for games...minute runs, exercises,basketball, scooter ball, parachute, floor hockey, holiday games matt ball and JRFH</li> <li>-Teacher/student led demonstration of skills</li> <li>-Student performance of skills in drill</li> <li>-Explain/demo set-up &amp; game rules</li> <li>- Q &amp; A</li> <li>-Student performance and understanding of skills, game rules,safety &amp; sportsmanship through game play</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b>			
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<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple</i>	<b>Access</b> (Resources and/or Process)		<b>Expression</b> (Products and/or Performance)	



<p><i>modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> <li>-Modification of equipment if necessary</li> <li>-Allow students to borrow sneakers so to participate</li> <li>-Incentives for participation...Sneaker Award</li> <li>-Students choose their partners and teams</li> <li>-time outs</li> </ul>	<ul style="list-style-type: none"> <li>-Small group presentation of skills</li> <li>-Extra drills to help skill work</li> <li>-Individual help with skills or game play</li> </ul>
<p><b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II : dodge, strategy, skills, goals, drills, score, positions, cooperation, teamwork, in-bounds, out-of bounds, exercise, jumping jacks, toe touches, sit-ups, push-ups, mountain climbers, lunges, squats</p> <p>Tier III: gross motor skills, basketball, foul, traveling, double dribble, court, rebound, scooter ball, throwing, catching,tagging, balance, serve, rotate, spatial awareness, offense, defense, eye- hand coordination, floor hockey,hockey stick, dribble, , sportsmanship, physical fitness, exercise, warm-ups, In-bound &amp; out-of bounds</p>	
<p><b>Integration of Technology</b> <a href="#">SAMR</a></p>	<ul style="list-style-type: none"> <li>-Use computer,LCD projector,Smart Boards to allow students to view the game/activity/skill before they begin participating.</li> <li>-Use pedometers during minute runs to track steps.</li> </ul>	
<p><b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a></p>	<p>LA. .SL..4 Speaking and Listening Comprehension &amp; Collaboration LA.SL.4.1A Engage effectively in a range of collaboration discussions(one on one, in groups and teacher-led)with Diverse partnerson grade 4 topics, building on others' ideas and expressing their own clearly</p> <p>CRP1 CPR3 CPR4 CPR6 CPR8 CPR9</p>	

	CPR12	
21 <sup>st</sup> Century Themes/Skills <a href="#">P21 Framework</a>	Themes	
		Skills
	-Health Literacy	-Creativity -Social & Cross Cultural Skills -Flexibility & Adaptability -Critical thinking -Leadership & Responsibility
Resources/Materials	PE central-drills & games You-tube videos on: basketball- shooting skills Students feedback PE Convention-seminars on drills & games SHAPE Go Noodle AHA website-jumping skills	

Instructional Unit Map	
Course Title:Physical Education Grade 4	

<b>Unit Title</b>	Outdoor Spring Games: Ultimate Frisbee, Wiffle Ball, Kickball, Mile Run, Minute Runs/Exercises		<b>Start Date:</b>	April
			<b>Length of Unit:</b>	10 days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<p>HPE.2.1.4.A.1 Nutrition</p> <p>HPE.2.1.4.B.CS1          Choosing balanced variety of nutritious foods contributes to wellness.</p> <p>HPE&gt;2.1.4B1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>HPE.2.1.4.B.2          Differentiate between healthy &amp; unhealthy eating practices.</p> <p>HPE.2.1.B.3 Create healthy meal based on nutritional content,value,calories,&amp; cost.</p> <p>HPE.2.1.B.4 Interpret food product labels based on nutritional content.</p> <p><b>HPE.2.2.4.B</b> Decision-Making and Goal Setting</p> <p><b>HPE.2.2.4.B.CS1</b> - Many health-related situations require the application of a thoughtful decision-making process.</p>	<b>Learning Goal</b>	<p><i>-Students will understand and be able to use movement skills, pacing and spatial awareness in various drills and game play.</i></p> <p><i>-Students will understand and implement offensive and defensive strategy during game play.</i></p> <p><i>-Students will understand physical fitness and implement fitness goals.</i></p> <p><i>--Students will understand and be able to demonstrate good sportsmanship, teamwork and cooperation.</i></p>	

	HPE.2.2.4.B.1 Use the decision-making process when addressing health-related issues.		
<b>Essential Questions</b>	1. What is the importance of movement skills during individual or team activities? 2. What is the importance of offensive and defensive strategies in any team sport? 3. Why is understanding sportsmanship, rules and safety relatable to everyday life? 4. How can team sports & exercise help to improve lifelong physical fitness? 5. How can team sports relate to life skills?		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	Teacher observation Student discussion	- Teacher observation of skills during drills and game play - Daily Rubric	
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	-Teacher led Q & A -Student demonstrations		
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>-Teacher review previous lessons.</li> <li>-Teacher explanation of warm-up &amp; skills for games...minute runs, exercises,basketball, scooter ball, parachute, floor hockey, holiday games matt ball and JRFH</li> <li>-Teacher/student led demonstration of skills</li> <li>-Student performance of skills in drill</li> <li>-Explain/demo set-up &amp; game rules</li> <li>- Q &amp; A</li> <li>-Student performance and understanding of skills, game rules,safety &amp; sportsmanship through game play</li> </ul>		
<b>Instructional/Assessment Scaffolds (Modifications)</b>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b> <b>Advanced Learners</b>

<p><i>/Accommodations) – planned for prior to instruction</i></p>	<ul style="list-style-type: none"> <li>-Word/picture wall</li> <li>-Exp/demo activities (preferred seating if needed)</li> <li>-Partners for help/encouragement</li> <li>-Immediate feedback</li> <li>-Individual exp/demo Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>-Word/picture wall</li> <li>-Exp/demo activities (preferred seating if needed)</li> <li>-Partner help &amp; encouragement</li> <li>-Immediate feedback</li> <li>-Individual exp/demo</li> <li>-Extra time</li> <li>-Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>-Word/picture wall</li> <li>- Modify equipment</li> <li>- Provide extra time</li> <li>- “One on one” instruction</li> <li>-Modification to rules &amp; game</li> <li>-Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>- Allow students to be group leaders</li> <li>- Allow students to help with group and “one on one” instruction</li> <li>-Independent work</li> </ul>
<p><b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p><b>Access (Resources and/or Process)</b></p> <ul style="list-style-type: none"> <li>-Modification of equipment if necessary</li> <li>-Allow students to borrow sneakers so to participate</li> <li>-Incentives for participation...Sneaker Award</li> <li>-Students choose their partners and teams</li> <li>-Time outs</li> </ul>		<p><b>Expression (Products and/or Performance)</b></p> <ul style="list-style-type: none"> <li>-Small group presentation of skills</li> <li>-Extra drills to help skill work</li> <li>-Individual help with skills or game play</li> </ul>	
<p><b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II : dodge, strategy, skills, goals, drills, score, positions, cooperation, teamwork, in-bounds, out-of bounds, exercise, jumping jacks, toe touches, sit-ups, push-ups, mountain climbers, lunges, squats</p> <p>Tier III: Tier III: gross motor skills, innings, pitching,hitting, infield,outfield,catching, fielding,foul ball, kickball, ground balls, frisbee, inbound, out of bounds,spatial awareness, offense, defense, eye- hand coordination, pacing, sportsmanship, physical fitness, exercise, warm-ups</p>			

<b>Integration of Technology</b> <a href="#">SAMR</a>	-Use computer,LCD projector,Smart Boards to allow students to view the game/activity/skill before they begin participating. -Use pedometers during minute runs to track steps.	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	LA. .SL..4 Speaking and Listening Comprehension & Collaboration LA.SL.4.1A Engage effectively in a range of collaboration discussions(one on one, in groups and teacher-led)with Diverse partnerson grade 4 topics, building on others' ideas and expressing their own clearly CRP1 CPR3 CPR4 CPR6 CPR8 CPR9 CPR12	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	Themes <span style="float: right;">Skills</span>	
	-Health Literacy	-Creativity -Social & Cross Cultural Skills -Flexibility & Adaptability -Critical thinking -Leadership & Responsibility
<b>Resources/Materials</b>	PE central-drills & games You-tube videos on: softball-underhand pitching Students feedback PE Convention-seminars on drills & games SHAPE Go Noodle	

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Instructional Unit Map			
Course Title: Health Grade 4			
Unit Title	Nutrition	Start Date:	January
Unit Title		Length of Unit:	4 days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	HPE.2.1.4.A.1 Nutrition HPE.2.1.4.B.CS1 Choosing balanced variety of nutritious foods contributes to wellness. HPE>2.1.4B1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. HPE.2.1.4.B.2 Differentiate between healthy & unhealthy eating practices.	<b>Learning Goals</b>	<ul style="list-style-type: none"> <li>-Students will be able to understand and identify what “a diet” is and the different types.</li> <li>-Students will be able to understand and identify the 5 food groups, foods in those groups, nutrients and health benefits.</li> <li>-Students will be able to create a healthy meal plan.</li> </ul>

	<p>HPE.2.1.B.3 Create healthy meal based on nutritional content,value,calories,&amp; cost.</p> <p>HPE.2.1.B.4 Interpret food product labels based on nutritional content.</p> <p><b>HPE.2.2.4.B</b> Decision-Making and Goal Setting</p> <p><b>HPE.2.2.4.B.CS1</b> - Many health-related situations require the application of a thoughtful decision-making process.</p> <p><b>HPE.2.2.4.B.1</b> Use the decision-making process when addressing health-related issues.</p>						
<p><b>Essential Questions</b></p>	<p><i>-Why is it important to understand the five food groups when planning healthy meals?</i></p> <p><i>-Why is healthy eating important for healthy living?</i></p> <p><i>-How can eating right affect weight and energy level?</i></p> <p><i>-How can eating properly lower risk of disease?</i></p> <p><i>-How does understanding food labels help with planning a healthy mesal?</i></p>						
<p><b>Assessments</b></p> <p><i>How will we know they have gained the knowledge &amp; skills?</i></p>	<table border="1" style="width:100%; background-color: black; color: white;"> <thead> <tr> <th style="width: 33%;">Formative</th> <th style="width: 33%;">Summative</th> <th style="width: 33%;">Alternative</th> </tr> </thead> </table>				Formative	Summative	Alternative
Formative	Summative	Alternative					
<p><b>-Worksheets</b></p> <p><b>-Note taking</b></p> <p><b>-Q &amp; A</b></p>		<p><b>-Daily grading rubric</b></p> <p><b>-Verbal quiz</b></p> <p><b>-Class participation</b></p> <p><b>-Nutrition project</b></p>					



<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>- Q &amp; A</li> <li>- Class discussion</li> </ul>			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>-Teacher led explanation of unit</li> <li>-Watch video 5 food groups, foods in group, nutrients and health benefits BrainPop</li> <li>-Note taking on nutrition</li> <li>-Teacher led discussion about nutrition</li> <li>-Q &amp; A</li> <li>-Worksheets pertaining to nutrition</li> <li>-Final project-Plan a healthy meal</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b>			
	<ul style="list-style-type: none"> <li>-Word/picture wall</li> <li>-Exp/demo activities (preferred seating if needed)</li> <li>-Partners for help/encouragement</li> <li>-Immediate feedback</li> <li>-Individual exp/demo</li> <li>-Q &amp; A</li> <li>-Read allowed as group</li> </ul>	<ul style="list-style-type: none"> <li>-Word/picture wall</li> <li>-Exp/demo activities (preferred seating if needed)</li> <li>-Partner help &amp; encouragement</li> <li>-Immediate feedback</li> <li>-Individual exp/demo</li> <li>-Extra time</li> <li>-Q &amp; A</li> <li>-Read allowed as group</li> </ul>	<ul style="list-style-type: none"> <li>-Word/picture wall</li> <li>- Modify lesson</li> <li>- Provide extra time</li> <li>- “One on one” instruction</li> <li>-Q &amp; A</li> <li>-Read allowed as group</li> </ul>	<ul style="list-style-type: none"> <li>- Allow students to help with groups or “One on one” instruction</li> <li>-Independent work</li> </ul>

<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	-Explanation of overall unit, expectations and how 4 lessons will relate. -Show videos -Class discussions of content -Q & A		- Worksheets -Whiteboard -Group work	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: nutrition, meal plan, healthy, energy, weight, disease, nutrients, bones, teeth  Tier III: decisions, My-Plate Guide, food groups, fruits, vegetables, proteins, dairy, grain, vitamins, carbohydrates, fiber, body systems, muscles, food labels. decision making			
<b>Integration of Technology</b> <a href="#">SAMR</a>	-Computer Technology -Use of LCD projector or Smart Boards -Use of TV & VCR			
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	LA. .SL..4 Speaking and Listening Comprehension & Collaboration LA.SL.4.1A Engage effectively in a range of collaboration discussions(one on one, in groups and teacher-led)with Diverse partners on grade 4 topics, building on others' ideas and expressing their own clearly <b>LA.RI.3</b> - [ <i>Strand</i> ] - Reading Informational Text <b>LA.RI.3.1</b> - [ <i>Progress Indicator</i> ] - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CPR1 CPR3 CPR4 CPR6 CPR8 CPR12			
<b>21<sup>st</sup> Century Themes/Skills</b>	<b>Themes</b>		<b>Skills</b>	

<a href="#">P21 Framework</a>	-Health Literacy	-Creativity - Critical thinking
<b>Resources/Materials</b>	-My Plate website -Brain Pop jr -You-tube videos-Nutrition	