



Physical Education Curriculum Guide - Fourth Grade

2020-2021

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards (NJSLs) at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; ● In ensuring that the district has a well-trained, highly qualified and competent staff; ● In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

Physical Education Domains:

Motor Skill Development

- Movement Skills and Concepts.
- Strategy.
- Sportsmanship, Rules and Safety.

Fitness

- Fitness.
- Physical Activity.

Practices:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

PACING CHART

Unit	Time Frame
Unit 1: Skills Development Traveling and Locomotor Skills Chasing, Fleeing, Dodging Jumping, Leaping, Landing Balancing Weight Transfer, Rolling Kicking and Punting Throwing and Catching Volley and Dribbling	40-45 days
Unit 2: Fitness Body Awareness Cooperative and Team Games Spatial Awareness Fitness Components Safe Movements Game Strategies	35-40 days
Total	75-85 days

Educational Technology

Indicators: 8.1.5.D.3, 8.1.5.D.4

- Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. **(Unit 1)**
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. **(Unit 2)**

21st Century Life and Careers Skills

Indicators: 9.2.4.A.2, 9.2.4.A.4

- Identify various life roles and civic and work-related activities in the school, home, and community. **(Unit 2)**
- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. **(Unit 1)**

Career Ready Practices

Indicators: CRP3, CRP4

- Attend to personal health and well-being. **(Unit 2)**
- Communicate clearly and effectively and with reason. **(Unit 1, Unit 2)**

Grade: 4	Content: Physical Education	Unit: Skills Development
Topics: Traveling and locomotor skills Chasing, Fleeing, Dodging, Jumping, Leaping, Landing, Balancing, Weight Transfer, Rolling, Kicking and Punting, Throwing and Catching, Volley and Dribbling		Time Frame: 40-45 days
New Jersey Student Learning Standards: 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e. skills practice) and applied setting (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.4 Correct movement errors in response to feedback and explain how the change improves performance. 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.		

Essential Questions	Enduring Understandings
<p>How does movement affect overall wellness?</p> <p>How does exercise affect your heart?</p> <p>How does exercise improve muscular strength/flexibility?</p> <p>How does strategy improve personal/team performance?</p> <p>What is the difference between offense and defense?</p> <p>How does effort affect heart rate?</p> <p>How does jumping, leaping, and landing affect your health?</p> <ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Why is it important to learn how to take off and land properly? In which situations would you use jumping, leaping, and landing? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> When do you use balance in your life? How should you dribble/volley various types of balls? • <input type="checkbox"/> <input type="checkbox"/> Which equipment is used for dribbling activities? <p><input type="checkbox"/> Which equipment is used for volleying activities?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. <input type="checkbox"/> Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skill in a variety of sports and activities. <input type="checkbox"/> Implementing effective offensive and defensive strategies is necessary for all players to be successful in game situations. <input type="checkbox"/> Understanding fitness concepts and skills and integrating them into your everyday routine supports Wellness. <input type="checkbox"/> Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort.

- What muscles of the upper body are used to volley/dribbling?
- Which hand do you use when you throw?
- What foot should you step with when throwing?
- Where should you step when throwing?
- Where does the power of your throw come from?
- What is accuracy?
- What part of your foot do you strike/punt the ball?
- Where do you place your plant foot with kicking/punting the ball?
- What primary muscles are the focus of the kicking/punting movement?

Skills

Students will be able to:

- Develop and apply the skills associated with locomotion: climbing, walking, running, hopping, jumping, skipping, sliding, leaping, galloping.
- Demonstrate and apply the skills associated with volley and dribbling: forearm pass, set, serve, directions, bouncing, catching, dribbling.
- Demonstrate and apply the skills associated with throwing and catching: overhand, underhand, one-hand throw, one-hand catch, two-hand throw, two-hand catch.
- Demonstrate and apply the skills associated with kicking and punting: partner passing, wall passing, target, striking for distance, striking for accuracy.
- Develop and apply the skills associated with gross motor development: jumping rope, springboards, hurdles, vaulting, dismounts.
- Develop and apply the skills for fine and gross motor skills: tag games, modified games, small-sided games, cooperative games.

Vocabulary	Resources	Assessment/Project

<table border="0"> <tr><td>Traverse</td><td>Climb</td></tr> <tr><td>Walk</td><td>Run</td></tr> <tr><td>Hop</td><td>Jump</td></tr> <tr><td>Skip</td><td>Leap</td></tr> <tr><td>Gallop</td><td>Left</td></tr> <tr><td>Right</td><td>Forward</td></tr> <tr><td>Backward</td><td>Sideways</td></tr> <tr><td>Diagonal</td><td>Straight</td></tr> <tr><td>Curve</td><td>Zig-Zag</td></tr> <tr><td>Clockwise</td><td>Counterclockwise</td></tr> <tr><td>Freeze</td><td>Chase</td></tr> <tr><td>Flee</td><td>Dodge</td></tr> <tr><td>Catch</td><td>Tag</td></tr> <tr><td>Juke</td><td>Fake</td></tr> <tr><td>Strategy</td><td>Heart Rate</td></tr> <tr><td>Vault</td><td>Hurdle</td></tr> <tr><td>Dismount</td><td>Balance</td></tr> <tr><td>Agility</td><td>Coordination</td></tr> <tr><td>Rhythm</td><td>Tempo</td></tr> <tr><td>Landing</td><td>Strike</td></tr> <tr><td>Pass</td><td>Punt</td></tr> <tr><td>Aim</td><td>Target</td></tr> <tr><td>Accuracy Underhand</td><td>Instep</td></tr> <tr><td></td><td>Overhand</td></tr> <tr><td>Baseball Throw</td><td>Toss</td></tr> <tr><td>Strategy</td><td>Pitch</td></tr> <tr><td>Direction</td><td>Power</td></tr> <tr><td>Set</td><td>Bump</td></tr> <tr><td>Dribble</td><td>Serve</td></tr> </table>	Traverse	Climb	Walk	Run	Hop	Jump	Skip	Leap	Gallop	Left	Right	Forward	Backward	Sideways	Diagonal	Straight	Curve	Zig-Zag	Clockwise	Counterclockwise	Freeze	Chase	Flee	Dodge	Catch	Tag	Juke	Fake	Strategy	Heart Rate	Vault	Hurdle	Dismount	Balance	Agility	Coordination	Rhythm	Tempo	Landing	Strike	Pass	Punt	Aim	Target	Accuracy Underhand	Instep		Overhand	Baseball Throw	Toss	Strategy	Pitch	Direction	Power	Set	Bump	Dribble	Serve	<p>PE Central www.pecentral.com</p> <ul style="list-style-type: none"> • AAHPERD http://www.aahperd.com/ • SHAPE America • http://www.shapeamerica.org/ 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observations (Pair-Share, Q and A) • Visual skills checklist • Teacher rubric • Open Ended Questions • Lesson Check • Classroom Discussion <p>Summative Assessments: □</p> <p>Written Test</p> <ul style="list-style-type: none"> • Performance Test • Peer Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.
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Differentiated Instruction		Interdisciplinary Connections																																																										

At Risk Students	Enrichment, Gifted and Talented		
<ul style="list-style-type: none"> ● Reteach/peer teaching activities ● Repeat, clarify, or reword directions ● Restricted warm-up activities ● Fewer skills spread out over a longer period of time ● Lead-up games only ● Assign students a Bilingual or Englishspeaking study buddy ● Modifications in group size during practice ● Modifications to equipment or playing area ● Addition of special game rules for medical or other limitations 	<ul style="list-style-type: none"> ● Enrichment Activities ● Independent student options ● Open-ended activities ● Cross-curricular activities ● Discuss/present current sports events ● Compare, contrast, and analyze sports statistics ● Teach and demonstrate skills to other students 	Dance: Create dance moves that incorporate the movement skills that have been learned. (1.3.5.A.1, 1.3.5.A.2)	
Differentiated Instruction			
ELL			
Entering	Beginning	Developing	
<ul style="list-style-type: none"> □ Use a whistle to demonstrate start and stop times. □ Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. □ Use visuals such as pictures, gestures, and pointing. □ Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone 	<ul style="list-style-type: none"> □ Demonstrate/model the activity for the students. □ Ask students to categorize objects. □ Use bilingual picture dictionary and have students create personal illustrated dictionaries. □ Label objects around the room and around the school in English and other languages. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> □ Develop non-verbal cues, such as holding up a hand to say “stop.” □ Ask literal questions-who, when, where, what. • □ □ Ask questions with 1-3 word answers. Ask questions with an either/or option. • □ Ask students to list, name, tell, which, categorize, draw, label, or create. Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture. 	

with the same language.		
Expanding	Bridging	Reaching
<ul style="list-style-type: none"> • Mark/Label positions on playing space using pictures or symbols. • Ask how and why questions. • Check for understanding by asking students to tell you what something means. • Students can paraphrase the assignment to you. • Ask student to tell about, describe, explain. • Encourage students to use full sentences. • Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> □ Use sentence frames to teach discipline specific vocabulary. Support the context with videos of activities students may not have background knowledge with. □ Ask how and why questions. □ Ask student to tell “what would happen if questions, Tell me as much as you can about....” □ Check for understanding of academic vocabulary. □ Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> □ Collaborate with peers and use academic vocabulary while executing a movement skill. □ Ask student to tell about, describe, or explain. □ Ask student to explain similarities and differences. □ Ask student to tell “Why do you think....?” or “What would you recommend?” □ Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Decrease the distance and provide oral prompts to skill directions. • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: 4	Content: Physical Education	Unit 2: Fitness
Topics: Body Awareness, Cooperative and Team Games, Spatial Awareness, Fitness Components, Safe Movements, Game Strategies		Time Frame: 35-40 days
New Jersey Student Learning Standards:		
<p>2.5.4.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback.</p> <p>2.5.4.B.2 Explain the difference between offense and defense.</p> <p>2.5.4.C.1 Explain what it means to demonstrate good sportsmanship.</p> <p>2.6.4.A.1 Explain the role of regular physical activity in relation to personal health.</p> <p>2.6.4.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p> <p>2.6.4.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.</p> <p>2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p>		
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> ● How does body awareness affect exercise? ● How does body position affect your movement? ● How does strategy influence performance in competitive games and activities? ● What is the difference between offense and defense? ● Why is good sportsmanship and following rules important? ● How does a positive attitude affect game play? ● How do I judge the amount of space around me? ● How can you apply your knowledge of movement and space to other activities? ● What strategies did you use on offense? ● What strategies did you use on defensive? ● How do responsible movement decisions help to keep you safe? ● How many minutes should you exercise per day? ● What does the word fitness mean? ● Why does your heart rate increase during exercise? 		<ul style="list-style-type: none"> ● Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. ● Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. ● In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines. ● Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. ● Decision-making can be affected by a variety of influences that may not be in a person's best interest.

<ul style="list-style-type: none"> ● How does physical activity affect your overall wellness? ● Why warm-up before an activity? ● Why is it important to look before moving? 	<ul style="list-style-type: none"> ● Achieving and maintaining fitness requires age-appropriate intensity, duration, and frequency of exercise. ● Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. ● Understanding fitness concept and skills and integrating them into your everyday routine supports wellness.
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Skills
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Develop and apply the skills associated with weight transfer: cartwheel, vaulting, log roll, forward roll, backward roll, tumbling. ● Develop and apply the skills associated with fitness activities: cardiovascular endurance, muscular strength, muscular endurance, flexibility, power, speed, agility, balance, core stability, wellness, fitness goals. ● Demonstrate and apply spatial awareness skills: relationships to objects, relationships to people, relationships to self. ● Demonstrate and apply the skills associated with several team games: tag, partners' games, cooperative games, challenges. ● Demonstrate and apply the skills associated with game strategies: offensive strategies, defensive strategies, player positioning, faking, dodging, defensive space, mental strategies. ● Demonstrate and apply the skills associated with safely moving during sports or fitness activities: verbal cues, non-verbal cues, directions, use of vocabulary, safety rules, sportsmanship, positive behaviors, performance, modifying and adapting movement skills, analyzing movements for efficiency and patterns.

Vocabulary		Resources	Assessment/Project
Sportsmanship Cooperation Partners Attitude Recovery Cartwheel Log roll Backward roll Body position Defense Dodge Man to Man Give and Go Rules Fair Play Cues Frustration Muscular Strength Flexibility Speed Balance Core Stability Space	Team Strategy Challenges Safety Communication Vaulting Forward roll Tumbling Offense Fake Space Zone Overloading Regulations Patterns Risk Cardiovascular Endurance Muscular Endurance Power Agility Skills Heart Rate Quickness Awareness Space	PE Central www.pecentral.com <ul style="list-style-type: none"> AAHPERD http://www.aahperd.com/ SHAPE America http://www.shapeamerica.org/ 	Formative Assessments: <ul style="list-style-type: none"> Teacher observations (Pair-Share, Q and A) Visual skills checklist Teacher rubric Open Ended Questions Lesson Check Classroom Discussion Summative Assessments: □ Written Test <ul style="list-style-type: none"> Performance Test Peer Assessment Alternative Assessment: <ul style="list-style-type: none"> For Special Education students refer to accommodations and modifications indicated in IEP. For 504 students refer to accommodations indicated in 504 plan. ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> ● Reteach/peer teaching activities ● Repeat, clarify, or reword directions ● Restricted warm-up activities ● Fewer skills spread out over a longer period of time Lead-up games only ● Assign students a Bilingual or Englishspeaking study buddy ● Modifications in group size during practice ● Modifications to equipment or playing area ● Addition of special game rules for medical or other limitations 	<ul style="list-style-type: none"> ● Enrichment Activities ● Independent student options ● Open-ended activities ● Cross-curricular activities ● Discuss/present current sports events ● Compare, contrast, and analyze sports statistics ● Teach and demonstrate skills to other students 	<ul style="list-style-type: none"> ● In sports activities, discuss the relationship to fractions. For example, $\frac{1}{2}$ of the players on the court, $\frac{3}{4}$ of the way to the goal, etc. (4.NF.A.2)

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> ☐ Use visuals to support students with activities. ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Teach basic survival English, such as “bathroom”, “lunch”, “home”. ☐ Help the student to learn the classroom and school routines. ☐ Use visuals such as pictures, gestures, and pointing. ☐ Create “I need” cards for student to hold up when he or she needs something. ☐ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Present information using modeling and videos to demonstrate expected execution of skills. ☐ Ask students to categorize objects. ☐ Provide books and audiobooks with patterned sentence structure and pictures. ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. ☐ Label objects around the room and around the school in English and other languages. ☐ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Utilize a total physical response approach to demonstrate skills. • ☐ ☐ Ask literal questions-who, when, where, what. ☐ Ask questions with 1-3 word answers. ☐ Ask questions with an either/or option. • ☐ Ask students to list, name, tell, which, categorize, draw, label, or create. Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.
Expanding	Bridging	Reaching
<ul style="list-style-type: none"> ☐ Have students use songs and games that require following along with a model to facilitate language. Ask how and why questions. Check for understanding by asking students to tell you what something means. ☐ Students can paraphrase the assignment to you. ☐ Ask student to tell about, describe, 	<ul style="list-style-type: none"> ☐ Use picture cards with labels to explain fitness moves (i.e. high kneeling, etc.). ☐ Ask how and why questions. ☐ Ask student to tell “what would happen if questions, Tell me as much as you can about...” ☐ Check for understanding of academic vocabulary. ☐ Give the student a list of target words for each unit of study. 	<ul style="list-style-type: none"> ☐ Ask students to explain their fitness goal using vocabulary that was previously taught. ☐ ☐ Ask student to tell about, describe, or explain. ☐ Ask student to explain similarities and differences. ☐ As student to tell “Why do you think....?” or “What would you recommend?” ☐ Make modifications to assignments and tests as necessary. ☐ Students should have a list of target words for

<p>explain.</p> <ul style="list-style-type: none"> ☐ Encourage students to use full sentences. ☐ Make modifications to assignments and tests, so the student will not be overwhelmed. ☐ Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> ☐ Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> ☐ each unit of study. Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.
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Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> ☐ Slow the pace of the activity or lengthen the time needed to complete a fitness activity. ☐ Extra time for assigned tasks ☐ Communication system between home and school ☐ Provide a warning for transitions ☐ Buddy students with peers ☐ Provide immediate feedback ☐ Visual and verbal reminders 	<ul style="list-style-type: none"> • Give continuous verbal and/or visual cues when executing fitness activities. • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers