



# Nutley Public Schools

## Physical Education

Grade: 4

<b>Unit: 1</b>	
<b>Cooperative Games</b>	
<b>Summary and Rationale</b>	
<p>The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.</p>	
<b>Recommended Pacing</b>	
10 sessions	
<b>Standards</b>	
<b>Character Development</b>	
2.2.4.C.1	Determine how an individual’s character develops over time and impacts personal health.
2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
<b>Motor Skills and Concepts</b>	
2.5.4.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.
<b>Strategy</b>	
2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
<b>Sportsmanship, Rules, and Safety</b>	

2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
<b>Fitness and Physical Activity</b>	
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.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>A physically educated person is aware of the skills necessary to contribute to a group working towards a common goal.</p> <p>Physical activity will enhance your overall health and wellness.</p> <p>Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.</p> <p>Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.</p>	
<b>Essential Questions</b>	
<p>If the movement can already be performed why is important to understand the concepts of the movement?</p> <p>To what extent does strategy influence performance in games and activities?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation</p> <p>Participation</p> <p>Rubrics –</p> <p><b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Working Cooperatively</li> <li>• Building Relationships</li> <li>• Managing Conflict/Differences</li> </ul>	

Skill tests

Peer Assessment

Self-Assessment –

**COMPETENCY V: SELF AWARENESS and DIRECTION**

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

**Objectives**

Students will know or learn:

- Rules and safety procedures
- Cooperative learning techniques
- Appropriate behavior towards peers and equipment
- Understand the effects of activity on the body and the risks associated with inactivity
- The benefits of team building

Students will be able to:

- Explain the safety rules and cooperative expectations.
- Develop cooperative skills that improve life skills.
- Help build relationships and communication skills.
- Work together and solve challenges.
- Identify the importance of building relationships.

**Integration**

**Technology Integration**

**Writing Integration**

Reflection

**Competencies**

**COMPETENCY I: COLLABORATION**

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

**COMPETENCY II: COMMUNICATION**

- Expression of oneself

**COMPETENCY IV: PROBLEM SOLVING**

- Use of information
- Approach to Solving

**COMPETENCY V: SELF AWARENESS and DIRECTION**

- Personal management
- Personal wellness and relationships

- Social Responsibility
- Determination

### Suggested Resources

- portable chalk/white board
- parachute
- Hula Hoops
- Scooters

Hundredth Monkey  
Project Adventure Curriculum  
Competency Framework

#### Activities:

##### Small Group Activities

- Stick with Me
- Stepping Stone
- Log Jam

##### Whole Group Activities

- Beat the Clock
- Pass It Around

##### Cooperative Activities

- Twist and Turn/Bend and Stretch
- Designated Driver
- Houdini Hoops
- Partner Ball Challenges



# Nutley Public Schools

## Physical Education

Grade: 4

Unit 2: Fitness Testing	
Summary and Rationale	
<p>Fitnessgram is a fitness assessment and reporting program for youth. The assessment includes a variety of health-related physical fitness tests that are used to determine students' overall physical fitness and suggest areas for improvement when appropriate. The purpose of Fitnessgram is really three-fold: to assess students' health-related components of fitness, to report the scores to students and parents and finally, to use the information to educate students. Test results are presented in a broader context of what it means to be physically fit, and suggest ways that students can be more physically active and improve their level of fitness to help them reach the Healthy Fitness Zone standards for each test measure.</p>	
Recommended Pacing	
6 sessions	
Standards	
Motor Skills and Concepts	
2.5.4.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.
Strategy	
2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
Sportsmanship, Rules, and Safety	
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
Fitness and Physical Activity	
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.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>Positive decision making about fitness contributes to a healthy lifestyle.  Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.  To achieve a healthy lifestyle, you must value physical activity.  Repetition of proper technique leads to improvement.</p>	
<b>Essential Questions</b>	
<p>Why is physical activity important?  What skills need to be developed to maintain fitness?  Why would a fitness plan help to develop fitness skills?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation  Participation  Rubrics-  <b>COMPETENCY III: RESEARCH</b></p> <ul style="list-style-type: none"> <li>• Learning and Evaluation</li> </ul> <p>Skills Tests  Self-Assessment –</p> <ul style="list-style-type: none"> <li>• <b>COMPETENCY V: SELF AWARENESS and DIRECTION</b></li> <li>• Determination</li> </ul> <p>Peer Assessment  Written Tests</p>	
<b>Objectives</b>	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Fitnessgram tests</li> </ul>	

- Benefits of fitness
- Effects of activity on the body and the risks associated with inactivity
- How technology can assist in fitness

Students will be able to:

- Demonstrate proper technique in fitness skills and activities.
- Discuss how test standards build fitness for life.
- Identify what component of fitness each test of Fitnessgram measures.
- Explain the benefits of each test and how they relate to fitness.

## Integration

### Technology Integration

### Writing Integration

Journal

### Competencies

#### COMPETENCY III: RESEARCH

- Learning and Evaluation

#### COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

## Suggested Resources

- Stopwatch
- Fitnessgram Software
- Mats
- Clipboards
- Cones

Activities:

Fitnessgram Tests



# Nutley Public Schools

## Physical Education

Grade: 4

<b>Unit 3: Fitness</b>	
<b>Summary and Rationale</b>	
<p>The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Fourth grade students will continue to develop higher levels of basic fitness and physical competence needed for active leisure participation. Fourth grade students will identify health-related fitness components and physical activities that address each component. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.</p>	
<b>Recommended Pacing</b>	
8 sessions	
<b>Standards</b>	
<b>Motor Skills and Concepts</b>	
2.5.4.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.
<b>Strategy</b>	
2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
<b>Sportsmanship, Rules, and Safety</b>	
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
<b>Fitness and Physical Activity</b>	
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.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>Positive decision making about fitness contributes to a healthy lifestyle.  Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.  To achieve a healthy lifestyle, you must value physical activity.  Repetition of proper technique leads to improvement.</p>	
<b>Essential Questions</b>	
<p>Why is physical activity important?  What are the health-related components of physical fitness?  How can technology assist in fitness development?  What are the benefits of maintaining a physically fit lifestyle?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observations  Rubrics - COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Determination</li> <li>• Personal Management</li> </ul> <p>Written Tests  Skills Tests  Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Determination</li> </ul> <p>Peer Assessment  Written Tests</p>	
<b>Objectives</b>	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Components of fitness</li> <li>• What contributes to cardiovascular fitness</li> <li>• Effects of activity on the body and the risks associated with inactivity</li> <li>• How technology can assist in fitness</li> </ul>	

Students will be able to:

- Demonstrate jumps over a stationary rope several times using a forward and back and side to side movement pattern.
- Identify the five health-related components of physical fitness.
- Identify several physical activities related to each component of health-related physical fitness
- Demonstrate skill-related components of physical fitness.

## Integration

### Technology Integration

### Writing Integration

Journal

### Competencies

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Determination

## Suggested Resources

- Cones
- Jump ropes
- Hoops
- Poly spots
- Resistance Bands

Activities:

Jump the Circuit

- Individual Tricks
- Partner Tricks

Group Jump Rope Challenge

Small Group Activities

- Fitness Tag Team Traveling Challenge
- Fitness in the Middle
- Moving for Time

Whole Group Activities

- Roll the Dice
- Aerobic Dance

Aerobic Games

- Aerobic Bowling
- Track & Field

Chasing and Fleeing Games

- Elbow Tag
- Side by Side Tag

Fitness Challenges

- Partner Muscular
- Strength and Endurance
- Fun and Flexibility



# Nutley Public Schools

## Physical Education

Grade: 4

Unit 4: Rhythm and Dance	
Summary and Rationale	
<p>The rhythms and dance unit is designed to help to promote the development of basic movements to specific rhythmic patterns in large group, small group, pairs or individually, and to promote self-expression and creativity for fourth grade students. Students will perform developmentally appropriate dance steps and movement patterns by combining balance and weight transfer with movement concepts.</p>	
Recommended Pacing	
6 sessions	
Standards	
Motor Skills and Concepts	
2.5.4.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.
Strategy	
2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
Sportsmanship, Rules, and Safety	
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
Fitness and Physical Activity	
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.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>Physical movement can be creative, enjoyable and individually rewarding  Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.  To achieve a healthy lifestyle, you must value physical activity.</p>	
<b>Essential Question</b>	
<p>How can dance improve your fitness?  What are the benefits of maintaining a physically fit lifestyle?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation  Participation  Rubrics –  <b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Working Cooperatively</li> <li>• Building Relationships</li> <li>• Managing Conflict/Differences</li> </ul> <p>Self-Assessment –  <b>COMPETENCY V: SELF AWARENESS and DIRECTION</b></p> <ul style="list-style-type: none"> <li>• Social Responsibility</li> <li>• Determination</li> </ul> <p>Skill tests  Written Tests</p>	
<b>Objectives</b>	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• How to apply movements to music</li> <li>• The importance of cooperation while working with others</li> </ul>	

- How dance can contribute to healthy living

Students will be able to:

- Demonstrate awareness of movement in relation to body, space, and time.
- Perform dance sequences to music.
- Produce multiple dance steps in sequence.
- Identify connections between dance and healthy living.

## Integration

### Technology Integration

### Writing Integration

### Competencies

#### COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

#### COMPETENCY II: COMMUNICATION

- Expression of oneself

#### COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

## Suggested Resources

- CD player/music
- 1 portable chalk/white board

Activities:

- Line Dance 5, 6, 7, 8
- Rocky Top
- Square Dance
- Hot Time
- Virginia Reel
- Cultural Dances
- Cotton Eyed Joe
- Irish Jig



# Nutley Public Schools

## Physical Education

Grade: 4

Unit 5: Base Games	
Summary and Rationale	
<p>The primary goal of this unit is to develop students' fundamental movement skills, rules knowledge, and game strategy within a variety of developmentally appropriate games. The unit will also enhance students' personal fitness and provide them with the knowledge and skills necessary to engage in a variety of physical activities outside of the school day. Personal and social responsibility, self-directed learning, and problem solving skills are also reinforced throughout the unit.</p>	
Recommended Pacing	
6 sessions	
Standards	
Motor Skills and Concepts	
2.5.4.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.
Strategy	
2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
Sportsmanship, Rules, and Safety	
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
Fitness and Physical Activity	
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.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
Enduring Understandings	
<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <p>To achieve a healthy lifestyle, you must value physical activity.</p> <p>Repetition of proper technique leads to improvement.</p>	
Essential Questions	
<p>Why is physical activity important?</p> <p>How can physical activity/sports provide a wide range of lifelong benefits?</p> <p>What are the basic mechanics of throwing, catching, fielding, base running, batting, and kicking?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation</p> <p>Participation</p> <p>Peer Assessment</p> <p>Self-Assessment- <b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Working Cooperatively</li> <li>• Managing Conflict/Differences</li> </ul> <p>Written Tests</p> <p>Rubrics - <b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> </ul>	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Base running foundations</li> <li>• How to pivot</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate fundamental skills such as throwing, catching, fielding, and base running, pitching, and batting or kicking.</li> </ul>	

<b>Integration</b>
Technology Integration
Writing Integration
Journal
Competencies
<p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Working Cooperatively</li> <li>• Managing Conflict/Differences</li> </ul>
<b>Suggested Resources</b>
<ul style="list-style-type: none"> <li>• Bases</li> <li>• Balls</li> <li>• Bats</li> <li>• Cones</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Out At Home</li> <li>• Triangle Fielding</li> <li>• Beat the Ball</li> <li>• Whack O</li> <li>• All-Run Softball</li> <li>• Whiffle Ball</li> <li>• Kickball</li> </ul>





# Nutley Public Schools

## Physical Education

Grade: 4

<b>Unit: 6</b>	
<b>Lead-Up Games</b>	
<b>Summary and Rationale</b>	
<p>The primary goal of this unit is to develop students' fundamental movement skills, rules knowledge, and game strategy within a variety of developmentally appropriate games. The unit will also enhance students' personal fitness and provide them with the knowledge and skills necessary to engage in a variety of physical activities outside of the school day. The games in this unit were designed to promote tactics and logic that can transfer across games in the same category. The students will understand how, why, and when, to use skills within a game setting. Lead-up games provide an opportunity for students to practice skills in a simulated game situation. The combination of games and drills provides optimal learning experiences for the students. Personal and social responsibility, self-directed learning, and problem solving skills are also reinforced throughout the unit.</p>	
<b>Recommended Pacing</b>	
12 sessions	
<b>Standards</b>	
<b>Motor Skills and Concepts</b>	
2.5.4.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.
<b>Strategy</b>	
2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
<b>Sportsmanship, Rules, and Safety</b>	
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
<b>Fitness and Physical Activity</b>	
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.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>A physically educated person is aware of the skills necessary to contribute to a group working towards a common goal.</p> <p>Physical activity will enhance your overall health and wellness.</p> <p>Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.</p> <p>Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.</p>	
<b>Essential Questions</b>	
<p>If the movement can already be performed why is important to understand the concepts of the movement?</p> <p>To what extent does strategy influence performance in games and activities?</p> <p>What is the importance of safety rules in lead-up games?</p> <p>To what extent does strategy influence performance in games and activities?</p> <p>Which skills are needed to perform at a higher level in various games?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation</p> <p>Participation</p> <p>Peer Assessment</p> <p>Self-Assessment- COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Working Cooperatively</li> <li>• Managing Conflict/Differences</li> </ul> <p>Written Tests</p> <p>Rubrics - COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Teamwork</li> </ul>	
<b>Objectives</b>	
Students will know or learn:	

- Rules and safety procedures
- Strategies necessary for success in lead-up games
- Fundamental skills necessary for successful game play

Students will be able to:

- Explain the safety rules and cooperative expectations.
- Develop strategies on using locomotor patterns with other skills; such as hand-eye coordination, balance, throwing, and catching.
- Demonstrate the fundamental skills required for successful game play.
- Implement communication, trust, and teamwork skills within a group to solve challenges.

## Integration

### Technology Integration

### Writing Integration

Reflection  
Journal

### Competencies

#### COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

## Suggested Resources

- Balls
  - Hoops
  - Poly spots
  - Cones
- Activities:
- Football Golf
  - Centipede
  - Football Grab Bag
- Small Group Activities
- Around the Court
  - Stepping Stones
  - Defense
- Whole Group Activities
- Group Basketball Hunt
  - Pass It Around



# Nutley Public Schools

## Physical Education

Grade: 4

Unit 7: Team Sports	
Summary and Rationale	
Team sports promote skill development, teamwork, sportsmanship, game strategies and terminologies in a variety of team sport activities. Students will also learn to incorporate rules and safety. Fourth grade students will be introduced to a variety of team sports in this unit.	
Recommended Pacing	
12 sessions	
Standards	
Motor Skills and Concepts	
2.5.4.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.
Strategy	
2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
Sportsmanship, Rules, and Safety	
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
Fitness and Physical Activity	
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.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful. Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p>	
<b>Essential Questions</b>	
<p>Why is physical activity important in team sports?  Why is it important to understand the different levels of competition?  How is teamwork important to achieving a common goal?  How can you be a good teammate?  What are different mature ways to respond to winning and losing?  What are characteristics of good sportsmanship?  What opportunities are there to play sports outside of school?  What locations are available for students to play sports outside of school?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation  Participation  Peer Assessment  Self-Assessment- <b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Working Cooperatively</li> <li>• Managing Conflict/Differences</li> </ul> <p>Written Tests  Rubrics - <b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> </ul>	
<b>Objectives</b>	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Rules and safety procedures</li> <li>• Strategies necessary for success in team sports games</li> <li>• Fundamental skills necessary for successful game play</li> </ul>	

- Acceptable behavior associated with winning and losing

Students will be able to:

- Demonstrate basic skills of the game
- Recognize basic skills.
- Participate in moderately vigorous physical activity in team sports.
- Practice and develop fundamental skills to improve team participation.
- Encourage positive attitudes in a competitive environment.
- Explain safety rules.

## Integration

### Technology Integration

### Writing Integration

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### Competencies

#### COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

## Suggested Resources

- Cones
- Flags
- Balls
- Goals

Activities:

#### Football Drills

- Passing and Receiving
- Catching and Ball Carrying
- Punting
- Flag pulling
- Cadence (air it out)

#### Soccer Drills

- Dribbling
- Passing
- Shooting, Throw-in, and Punts

#### Basketball

- Ball Handling
- Dribbling
- Shooting
- Passing

- Figure 8
- Switcheroo
- Hot Potato
- Dribbling Drills
- Around the World

#### Volleyball

- Forearm Pass
- Bumping Buddies
- Overhead Pass
- Underhand Pass
- Underhand Serve
- Forearm 21
- Cooperative Countdown
- Serving Shower
- Mini-Volleyball