Ocean Academy Charter School
Curriculum Guide
Grade 4 - Physical Education

Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL **Curriculum**	
Content Area: Physical Education	
Course Title: Physical Education	
Grade Level: 4	
Unit Title	**Pacing Guide in Days**
Movement/ Rhythm	24 Days (PE is conducted 2 days a week)
Cooperative Games/ Team activities	24 Days (PE is conducted 2 days a week)
Fitness/ Wellness	24 Days (PE is conducted 2 days a week)

OCEAN ACADEMY CHARTER SCHOOL **Unit 1 Overview**	
Content Area: Physical Education	
Unit Title: Movement/Rhythm	**Duration:** 24 Days (PE is conducted 2 days a week)
Target Course/Grade Level: 4	

Introduction/Unit Focus:

In Grade 4 Physical Education, students continue to build on their movement skills while developing a stronger understanding of how the body moves and functions. Movement is explored through three primary skill categories: locomotor (such as running, hopping, and jumping), non-locomotor (such as twisting, balancing, and stretching), and manipulative (such as catching, throwing, and dribbling). These skills are practiced in both structured and creative activities, encouraging students to apply them in different physical environments.

Students also begin to explore movement concepts including spatial awareness, body control, and the qualities of movement such as speed, direction, and force.

Physical fitness remains an important focus of this unit. Students learn how consistent physical activity improves strength, endurance, flexibility, and coordination. They examine how the body responds to different levels of effort and begin to understand how regular participation in physical activity supports daily functioning and improves energy. Through various fitness-based tasks and games, students gain experience in goal setting, self-assessment, and recognizing progress in their physical abilities.

This unit also emphasizes the value of lifelong fitness. Students are introduced to the idea that being active is part of a healthy lifestyle that continues throughout life, not just during childhood or in competitive sports. They learn how habits such as moving regularly, working cooperatively with others, and choosing enjoyable activities contribute to long-term well-being. The importance of responsibility, sportsmanship, and teamwork is also reinforced.

Nutrition is introduced as a key part of maintaining a healthy and active body. Students begin to understand the role of food as fuel and how balanced eating choices impact energy, growth, and performance. They learn to identify healthy food options, explore how portion sizes affect the body, and connect healthy eating with their physical activity levels. Factors such as age, environment, and personal choices are discussed to help students become more aware of how to support their health and fitness both now and in the future.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
   (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
   (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
   (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas
Movement Skills and Concepts
Cooperative Games/ Team activities

Lifelong Fitness	
Comprehensive Health and Physical Education Practices	
Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional

	wellness.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	**Performance Expectation**
Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement,	• 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). • 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with

games, aerobics, dance, sports, and recreational activities.	others, in response to various tempos, rhythms, and musical styles. • 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). • 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.	• 2.2.5.MSC 5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	• 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. • 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

New Jersey Student Learning Standards: Interdisciplinary Connections
https://www.nj.gov/education/cccs

- Reading Language Arts
  - SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
  - SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
  - SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
    A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
    B. Follow agreed-upon rules for discussions and carry out assigned roles.
    C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
    D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- Science

○ 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills K-5 Articulation Guide	
Core Ideas and Performance Expectations (Identified with Standard Number and statement)	
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of

	problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
New Jersey Student Learning Standards: Computer Science and Design Thinking K-5 Articulation Guide	
Core Ideas	**Performance Expectations (Identified with Standard Number and Statement)**
Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Societal needs and wants determine which new tools are developed to address real-world problems.	8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	**Performance Expectations (Identified with Standard Number and Statement)**
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Knowledge and Skills
Unit Learning Targets (Objectives): *Students will be able to…* ➢ Adjust movement patterns based on changing conditions, including space, objects, or other people.

- ➢ Create and perform movement sequences that align with music, rhythm, or a specific theme.
- ➢ Use feedback and observation to evaluate and improve their own and others' physical performance.
- ➢ Demonstrate an understanding of spatial awareness, body control, and movement direction during physical activity.
- ➢ Apply visual and verbal cues to enhance technique and coordination in skill-based activities.
- ➢ Explore and demonstrate how effort, force, and energy affect movement quality and control.
- ➢ Incorporate the concepts of space, effort, and relationships into cooperative or individual activities.

Unit Enduring Understandings:
Students will know…

- ➢ How consistent practice and appropriate feedback can lead to improved movement skill and control.
- ➢ That movement skills can be adapted and transferred to a variety of physical settings and activities.
- ➢ That creative expression and collaboration are important elements of physical activity.
- ➢ How using proper body mechanics can reduce risk of injury and increase movement efficiency.
- ➢ That movement is influenced by the dynamic nature of different environments and tasks.
- ➢ How energy, flow, and force can change the effectiveness or creativity of a skill or routine.
- ➢ That principles of motion help inform more effective skill execution and performance.

Unit Essential Questions:

- ➢ How can I recognize and improve my movement skills?
- ➢ In what ways does rhythm or music influence how we move?
- ➢ Why is it important to be aware of my body in space when I'm active?
- ➢ What strategies can I use to stay safe and in control while moving in different directions?
- ➢ How can practice and feedback help me get better at physical activities?

Instructional Plan

-Students will be able to demonstrate and practice locomotor, non-locomotor and manipulative skills before combining them to play more complex games and sports.

-Students will be able to demonstrate and practice motor skills, spatial awareness, laterality, directionality and visual motor integration that can be applied to a wide range of activities.

-Students will be able to demonstrate the ability to describe and adapt different movement skills and concepts to improve performance.

-Students will explore the elements of dance through creative movement, rhythmic activities with equipment, and social dance as a lifetime physical activity.

-Students will establish a beginning movement vocabulary for body awareness, spatial awareness, effort and relationships (including direction, level and time)

-Students will demonstrate positive social and personal behaviors relative to activities.

Suggested activities:
Walking, running, hopping, skipping, leaping, jumping, rhythm sticks, parachute play, rhythmic locomotor skills, movement exploration, jump rope, hoops, playground, dance.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, and daily work
- Teacher made assessments

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Projects
- Hands on exploration activities

Suggested Options for Differentiation

Special Education

- ➢ Provide clear, step-by-step demonstrations and visual models for new skills
- ➢ Break complex movements into smaller, manageable parts with repeated practice
- ➢ Use adapted or lighter equipment to support motor coordination (e.g., larger balls, lowered nets)

- Assign peer partners for skill modeling and social support
- Offer extra time to practice drills, games, or fitness activities
- Modify activity space for safety and accessibility (e.g., closer targets, shorter running distances)
- Provide alternative roles in team games when needed (scorekeeper, referee, assistant)
- Follow all IEP accommodations and modifications

Students with 504 Plans

- Offer flexible participation options (e.g., walking instead of running, modified strength activities)
- Provide accessible equipment and space based on medical or physical needs
- Allow extended time for physical skill mastery or performance assessments
- Reduce physical strain by adjusting repetition counts or activity duration
- Follow all accommodations and health requirements outlined in the 504 plan

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Students at Risk for Failure

- Provide additional demonstrations and practice opportunities with teacher guidance
- Pair with supportive peers for motivation and modeling
- Offer simplified or tiered versions of activities that gradually increase in challenge
- Reinforce participation and effort with positive feedback over performance outcomes
- Reduce number of required repetitions to maintain engagement and prevent frustration
- Provide structured checklists or visual reminders for rules, routines, and safety expectations

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Gifted and Talented

- Offer leadership opportunities such as coaching peers, leading warm-ups, or designing game rules
- Provide advanced challenges (longer distances, faster paces, more complex skills)
- Encourage higher-order thinking through game strategy discussions and problem solving
- Integrate cross-curricular connections (math in scoring/statistics, health in nutrition and fitness tracking)
- Allow choice in activity selection or development of new games with adapted rules
- Encourage independent fitness goals and tracking progress over time

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Multilingual Learners (MLs)

- Use visual demonstrations and physical modeling instead of heavy verbal instruction
- Pre-teach PE vocabulary with visuals, gestures, or equipment demonstrations
- Pair with bilingual or supportive peers for directions and safety reminders
- Provide simple, clear directions with repetition as needed
- Label equipment and areas of the gym/playground in English and students' home languages when possible
- Allow nonverbal demonstrations to show understanding instead of requiring verbal explanations

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Diversity and Inclusion

- Incorporate movement activities, dances, and games from a variety of cultures
- Allow for modifications in clothing or participation to respect cultural or religious needs
- Design cooperative activities that emphasize teamwork, respect, and collaboration
- Provide flexible roles in group games so all students can contribute meaningfully
- Promote a classroom culture of fairness, encouragement, and inclusion
- Ensure representation and inclusivity in examples, visuals, and equipment choices

Supplemental Resources

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL Unit 2 Overview	
Content Area: Physical Education	
Unit Title: Cooperative Games/ Team activities	**Duration:** 24 Days (PE is conducted 2 days a week)
Target Course/Grade Level: 4	
Introduction/Unit Focus: In Grade 4 Physical Education, students deepen their understanding of how the body moves through a variety of environments and physical activities. Movement skills and concepts focus	

on helping students explore and apply the fundamentals of physical movement on different surfaces such as land, water, snow, sand, and ice. These skills are grouped into three key categories: locomotor skills (such as running, jumping, or skipping), non-locomotor skills (such as balancing or twisting), and manipulative skills (such as throwing, catching, or striking). Students also begin to develop an understanding of biomechanical principles; how the body functions, grows, and adapts to movement. This includes concepts like spatial awareness (where the body moves), body awareness (what the body can do), and the qualities of movement (how the body moves in relation to others or objects).

Physical fitness remains an essential focus of the program. Students learn that fitness is not just about being active but about how effectively the body can perform everyday tasks and handle physical challenges. They will explore different intensities of activity: low, moderate, and high and reflect on how these impact endurance, strength, flexibility, and overall function.

Lifelong fitness is introduced as a personal journey, encouraging students to build positive habits that support their physical and mental health now and into adulthood. The emphasis is not on competition or elite skill levels, but on participation, enjoyment, personal goal-setting, and the value of consistent movement. Students will explore how physical activity contributes to a healthy lifestyle, prevents injury and illness, and promotes confidence, teamwork, and social responsibility.

Nutrition is also a key component of this unit. Students will begin to understand how food choices directly impact their energy, growth, and overall wellness. They will learn the importance of balanced meals, appropriate portion sizes, and the role of nutrients such as proteins, fats, carbohydrates, and vitamins. The relationship between physical activity and healthy eating will be reinforced, helping students recognize how both elements work together to support physical development. Discussions will include how factors such as age, activity level, and family history influence nutritional needs and physical fitness.

By the end of the unit, students will have gained a clearer understanding of how their bodies move, grow, and thrive through movement, fitness, and healthy living choices building a strong foundation for lifelong physical wellness.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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	regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
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Core Idea	**Performance Expectation**
Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	• 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. • 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	• 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. • 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. • 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). • 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. • 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
• Reading Language Arts ○ SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). ○ SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ○ SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles.	

C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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  - 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills K-5 Articulation Guide	
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You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)
New Jersey Student Learning Standards: Computer Science and Design Thinking K-5 Articulation Guide	
Core Ideas	**Performance Expectations (Identified with Standard Number and Statement)**
Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Societal needs and wants determine which new tools are developed to address real-world problems.	8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	**Performance Expectations (Identified with Standard Number and Statement)**
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information	2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Knowledge and Skills
Unit Learning Targets (Objectives): *Students will be able to…* ➢ Show leadership and teamwork by taking on different roles and responsibilities during group physical activities.

- ➢ Communicate clearly and respectfully with peers while participating in physical education tasks and games.
- ➢ Practice and apply fair play and good sportsmanship in competitive and cooperative settings.
- ➢ Demonstrate cooperation by contributing positively to a team effort and helping others achieve a shared goal.
- ➢ Identify behaviors that reflect respect for themselves, others, equipment, and space during physical activity.

Unit Enduring Understandings:
Students will know…

- ➢ Cooperation and positive communication lead to more successful teamwork.
- ➢ Working respectfully with others helps create a safe and enjoyable learning environment in physical education.
- ➢ Every participant in a game or activity has a role, and understanding these roles builds stronger group dynamics.
- ➢ Ethical behavior and sportsmanship are essential, even when others may not follow the rules.
- ➢ Reflecting on group challenges and successes can help improve future teamwork and decision-making.

Unit Essential Questions:

- ➢ How can I show respect and fairness while playing with others?
- ➢ What should I do if someone on my team or in the game is not being respectful or following the rules?
- ➢ Why is teamwork important in physical education and beyond?
- ➢ In what ways can I be a good leader and a supportive teammate?
- ➢ How can I improve how I work with others during physical activities?

Instructional Plan

-Students will be able to demonstrate confidence in several forms of physical activity that will enhance performance in sports, skills and lifetime activities.

-Students will be able to develop knowledge of terminology and rules associated with different activities and games.

-Students will be able to demonstrate their knowledge by using proper names and rules.

-Students will be able to demonstrate qualities of good sportsmanship, leadership, cooperation, responsibility, and safety.

<u>Suggested Activities:</u>

Relays; scooter games, circle games, parachute play, dodging and fleeing, games with balls, beanbags, hoola hoops, games with no equipment, playground, games with using mats.

Sport Lead up games; Baseball, Basketball, Football, Hockey, racquet games, soccer, volleyball, lacrosse, track and field

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, and daily work
- Teacher made assessments

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Projects
- Hands on exploration activities

Suggested Options for Differentiation

Special Education

- ➢ Provide clear, step-by-step demonstrations and visual models for new skills
- ➢ Break complex movements into smaller, manageable parts with repeated practice
- ➢ Use adapted or lighter equipment to support motor coordination (e.g., larger balls, lowered nets)
- ➢ Assign peer partners for skill modeling and social support
- ➢ Offer extra time to practice drills, games, or fitness activities
- ➢ Modify activity space for safety and accessibility (e.g., closer targets, shorter running distances)
- ➢ Provide alternative roles in team games when needed (scorekeeper, referee, assistant)
- ➢ Follow all IEP accommodations and modifications

Students with 504 Plans

- Offer flexible participation options (e.g., walking instead of running, modified strength activities)
- Provide accessible equipment and space based on medical or physical needs
- Allow extended time for physical skill mastery or performance assessments
- Reduce physical strain by adjusting repetition counts or activity duration
- Follow all accommodations and health requirements outlined in the 504 plan

Students at Risk for Failure

- Provide additional demonstrations and practice opportunities with teacher guidance
- Pair with supportive peers for motivation and modeling
- Offer simplified or tiered versions of activities that gradually increase in challenge
- Reinforce participation and effort with positive feedback over performance outcomes
- Reduce number of required repetitions to maintain engagement and prevent frustration
- Provide structured checklists or visual reminders for rules, routines, and safety expectations

Gifted and Talented

- Offer leadership opportunities such as coaching peers, leading warm-ups, or designing game rules
- Provide advanced challenges (longer distances, faster paces, more complex skills)
- Encourage higher-order thinking through game strategy discussions and problem solving
- Integrate cross-curricular connections (math in scoring/statistics, health in nutrition and fitness tracking)
- Allow choice in activity selection or development of new games with adapted rules
- Encourage independent fitness goals and tracking progress over time

Multilingual Learners (MLs)

- Use visual demonstrations and physical modeling instead of heavy verbal instruction
- Pre-teach PE vocabulary with visuals, gestures, or equipment demonstrations
- Pair with bilingual or supportive peers for directions and safety reminders
- Provide simple, clear directions with repetition as needed
- Label equipment and areas of the gym/playground in English and students' home languages when possible

- Allow nonverbal demonstrations to show understanding instead of requiring verbal explanations

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Diversity and Inclusion

- Incorporate movement activities, dances, and games from a variety of cultures
- Allow for modifications in clothing or participation to respect cultural or religious needs
- Design cooperative activities that emphasize teamwork, respect, and collaboration
- Provide flexible roles in group games so all students can contribute meaningfully
- Promote a classroom culture of fairness, encouragement, and inclusion
- Ensure representation and inclusivity in examples, visuals, and equipment choices

Supplemental Resources

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL Unit 3 Overview	
Content Area: Physical Education	
Unit Title: Fitness/Wellness	**Duration:** 24 Days (PE is conducted 2 days a week)
Target Course/Grade Level: 4	
Introduction/Unit Focus:	

This unit focuses on helping students build a strong foundation in movement skills and physical wellness concepts that support healthy, active living. Students will explore the fundamental principles of movement. They will develop proficiency in locomotor skills (such as running, jumping, and skipping), non-locomotor skills (such as balancing and twisting), and manipulative skills (such as throwing, catching, and kicking). Students will also deepen their understanding of important movement concepts, including spatial awareness (where the body moves), body awareness (what the body can do), and the qualities of movement (how the body moves, with whom or with what it moves).

In addition to movement skills, students will engage in activities that support the development of physical fitness. They will learn that physical fitness is the body's ability to perform everyday tasks and respond to unexpected physical challenges without becoming overly tired. Activities will be presented at various intensity levels: low, moderate, and high to help students understand how effort affects the body and contributes to fitness over time.

This unit also emphasizes the importance of lifelong fitness. Students will learn that regular physical activity supports long-term health, reduces the risk of injury and illness, and promotes emotional well-being. The focus will not be on competition or advanced skill development but on self-assessment, personal goal setting, enjoyment of movement, and participation in a variety of recreational and fitness activities that can be carried into adulthood.

Finally, students will examine how nutrition and physical activity work together to support overall wellness. They will be introduced to the basics of healthy eating, including the importance of a balanced diet, appropriate portion sizes, and limiting added sugars, fats, and highly processed foods. Students will explore how dietary choices, combined with regular exercise and influenced by factors such as age, heredity, and lifestyle, contribute to long-term physical health and well-being.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
   (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
   (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
   (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions,

engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."	
Disciplinary Concepts and Core Ideas	
Movement Skills and Concepts	
Physical Fitness	
Lifelong Fitness	
Comprehensive Health and Physical Education Practices	
Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and

	understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	**Performance Expectation**

Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.	• 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others. • 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
Personal and community resources can support physical activity.	•2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.	• 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. • 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

New Jersey Student Learning Standards: Interdisciplinary Connections
https://www.nj.gov/education/cccs

- Reading Language Arts
  - SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
  - SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
  - SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
    A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
    B. Follow agreed-upon rules for discussions and carry out assigned roles.
    C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
    D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- Science
  - 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost

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Knowledge and Skills
Unit Learning Targets (Objectives): *Students will be able to…* ➢ Explore how different types of physical activity can improve overall health and support personal fitness goals. ➢ Describe how regular physical activity supports emotional well-being, social interaction, and physical development. ➢ Examine how technology and modern tools (e.g., fitness trackers, apps) can support physical fitness and encourage healthy choices.

- Explain the relationship between good nutrition, physical activity, and maintaining a healthy body composition.
- Recognize how body systems adjust and become stronger through repeated physical activity.
- Compare activities that develop different areas of fitness, such as strength, endurance, flexibility, and coordination.
- Identify how age, genetics, gender, training, and personal habits can influence physical fitness levels.

Unit Enduring Understandings:
Students will know…

- That fitness is multi-dimensional and includes both skill-related and health-related components.
- That a consistent routine of physical activity and balanced nutrition contributes to lifelong wellness.
- That various physical activities serve different purposes and can be selected based on personal fitness goals.
- How to evaluate their current level of fitness and create a plan for improvement using goal-setting strategies and available resources.
- That technology can be a useful tool in tracking and improving personal fitness and activity habits.

Unit Essential Questions:

- How does being active help my body and my mind?
- What are the different parts of fitness, and how can I improve them?
- Why is it important to be physically active every day?
- What can I do if I want to get stronger, faster, or healthier?
- How do things like age or the choices I make affect my personal fitness?
- What tools or people in my community can help me stay healthy and active?

Instructional Plan

-Students will participate in appropriate physical fitness exercises.

-Students will be able to demonstrate an appropriate development of strength, endurance, flexibility and cardiovascular endurance in fitness activities.

-Students will demonstrate an understanding that physical fitness is a component of healthful living.

-Students will develop and attain a personal fitness goal to improve performance.

-Students will demonstrate flexibility, endurance, and strength through different types of exercise.

<u>Suggested Activities:</u>

Upper body, abdominal strength, flexibility, agility and speed, aerobic endurance, circuit training, playground.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
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