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# New Hampshire 4 Physical Education

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                             |
|------------------|-------------------------------------------------------------|
| State            | New Hampshire                                               |
| Grade            | 4 (Elementary)                                              |
| Subject          | Physical Education                                          |
| Course category  | Required / State or Local                                   |
| Standards family | Physical Education                                          |
| Framework        | New Hampshire K-12 Physical Education Curriculum Guidelines |
| Issuing agency   | New Hampshire Department of Education                       |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units   |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Moving to a Beat

### Unit 3: Dance and Rhythm · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do I move in time with music?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Standards          | <p><b>Creating an Original Dance -&gt; Curriculum Guideline 3, Grades 3-5 Demonstrates competency in motor skills and movements patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities. (psychomotor) — (a)</b></p> <p>Demonstrate developmentally mature patterns in a wide variety of locomotor, non-locomotor and manipulative skills; (b) Apply fundamental motor skills in a variety of physical activities, such as low organized games, rhythmic activities, fitness activities, tumbling and gymnastics; (c) Begin to combine fundamental motor skills to develop more complex motor skills; (d) Begin to use more complex motor skills in a variety of physical activities</p> |
| Learning target    | "I can move in time with a beat and perform dance steps."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

#### Measurable objectives

- Students will match locomotor movements to a beat.
- Students will learn dance steps.

#### Success criteria (student-friendly)

- "I stay on the beat."
- "I perform the steps."
- "I keep going when I lose it."

#### Academic vocabulary

beat, rhythm, step, tempo, count

#### Materials and technology

- Music source
- Poly spots as position markers
- PE record sheet
- Open space
- Visual step cards

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                         |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up. |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                   |

| Support area           | This week's plan                                                                                                                                                                                       |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Multilingual learners  | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.                                                                    |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                                                                                       |

### Assessment and evidence

Moves in time and performs taught steps.

### Family communication

Ask your child to clap the beat of a song.

## Day 41 — Finding the Beat

### Week 9, Day 1 • Unit 3 • Standards: Curriculum Guideline 3, Grades 3-5

|                   |                                                           |
|-------------------|-----------------------------------------------------------|
| Focus             | Beat awareness.                                           |
| Learning target   | "I can move in time with a beat and perform dance steps." |
| Vocabulary in use | beat, rhythm, step                                        |
| Local date        | _____                                                     |

### Learning sequence

Warm-up: clapping and stepping to a beat. Teach: hearing and moving to a steady beat. Practise: shared stepping. Apply: pupils move to music. Reflect: ADAPTATION from the source's own suggestions - slower music, poly spots to mark positions, extra review, peer assistance.

### Check for understanding

Student moves in time with a steady beat.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Simple Steps

### Week 9, Day 2 · Unit 3 · Standards: Curriculum Guideline 3, Grades 3-5

|                   |                                                           |
|-------------------|-----------------------------------------------------------|
| Focus             | Learning steps.                                           |
| Learning target   | "I can move in time with a beat and perform dance steps." |
| Vocabulary in use | beat, rhythm, step                                        |
| Local date        | _____                                                     |

### Learning sequence

Warm-up: beat work. Teach: two or three steps, broken down and counted. Practise: shared practice with visual cards. Apply: pupils perform. Reflect: broken down small; no step named to a particular culture's dance, since the standard names none.

### Check for understanding

Student performs a taught dance step in time.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Linking Steps

Week 9, Day 3 · Unit 3 · Standards: Curriculum Guideline 3, Grades 3-5

|                   |                                                           |
|-------------------|-----------------------------------------------------------|
| Focus             | Combining steps.                                          |
| Learning target   | "I can move in time with a beat and perform dance steps." |
| Vocabulary in use | beat, rhythm, step                                        |
| Local date        | _____                                                     |

### Learning sequence

Warm-up: steps. Teach: joining steps without stopping. Practise: shared linking. Apply: pupils link. Reflect: transitions again.

### Check for understanding

Student links two dance steps in time.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — When I Lose the Beat

Week 9, Day 4 • Unit 3 • Standards: Curriculum Guideline 3, Grades 3-5

|                   |                                                           |
|-------------------|-----------------------------------------------------------|
| Focus             | Recovery.                                                 |
| Learning target   | "I can move in time with a beat and perform dance steps." |
| Vocabulary in use | beat, rhythm, step                                        |
| Local date        | _____                                                     |

### Learning sequence

Warm-up: steps. Teach: how to rejoin instead of stopping. Practise: deliberate practice at rejoining. Apply: pupils recover. Reflect: reduces the fear of getting it wrong, which is what stops children dancing.

### Check for understanding

Student rejoins the beat after losing it.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Steps With a Partner

Week 9, Day 5 · Unit 3 · Standards: Curriculum Guideline 3, Grades 3-5

|                   |                                                           |
|-------------------|-----------------------------------------------------------|
| Focus             | Partner work.                                             |
| Learning target   | "I can move in time with a beat and perform dance steps." |
| Vocabulary in use | beat, rhythm, step                                        |
| Local date        | _____                                                     |

### Learning sequence

Warm-up: steps. Teach: matching a partner's timing. Practise: shared practice. Apply: pupils perform in pairs. Reflect: teacher-assigned pairs.

### Check for understanding

Student performs steps in time with a partner.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

New Hampshire Department of Education. New Hampshire K-12 Physical Education Curriculum Guidelines. These are New Hampshire's Physical Education Curriculum GUIDELINES, not mandatory standards. The document states its expectations "are to be used as a tool for districts, schools and teachers to make local decisions." Student performance indicators are published at the completion of grades 2, 5, 8 and 12. New Hampshire is a local-control state: district schools, public charter schools and private schools each adopt their own curriculum, not the Department of Education nor the State Board of Education. Retrieved 2026-07-27 from <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/career-and-college-ready-standards>