

Grade 4 Health and Physical Education

Focus Topic: Wellness

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW analyze the impact of health choices and behaviors on wellness • TSW describe the physical changes that occur at each stage of life • TSW discuss factors that contribute to intellectual growth and uniqueness • TSW classify foods by food group, food source, nutritional content, and nutritional value • TSW discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working • TSW investigate ways to treat common childhood diseases and health conditions • TSW explain that some diseases and health conditions are preventable and some are not • TSW identify and describe the signs and symptoms of diseases and health conditions common in children • TSW investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions 	<p>2.1.4.A</p> <p>2.1.4.B</p> <p>2.1.4.B</p> <p>2.1.4.C</p> <p>2.1.4.C</p> <p>2.1.4.D</p> <p>2.1.4.D</p> <p>2.1.4.D</p> <p>2.1.4.D</p>	<ul style="list-style-type: none"> - What impact does the stage of life have on wellness? - Why are foods classified? - What impact does wellness have on health conditions? - What makes food healthy? - How do health conditions affect a person's wellness? - How is a situation determined to be abusive? - How can you deal with stress? - What is a stereotype? 	<ul style="list-style-type: none"> • Healthy choices contribute to wellness • Practicing safety promotes healthy conditions • A person expresses emotions in a variety of ways • Abuse is unhealthy • There are strategies to deal with stress 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student Response</p>

<ul style="list-style-type: none"> • TSW discuss myths and facts about mental illness 	2.1.4.D			
<ul style="list-style-type: none"> • TSW develop strategies to reduce the risk of injuries at home, school, and community 	2.1.4.E			
<ul style="list-style-type: none"> • TSW describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding, and the care of minor wounds and burns 	2.1.4.E			
<ul style="list-style-type: none"> • TSW explain that abuse can take several forms, including verbal, emotional, sexual, and physical 	2.1.4.E			
<ul style="list-style-type: none"> • TSW identify ways to get help from abuse should it be suspected 	2.1.4.E			
<ul style="list-style-type: none"> • TSW describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each 	2.1.4.E			
<ul style="list-style-type: none"> • TSW describe how emotions can affect communication, choices, and behaviors 	2.1.4.F			
<ul style="list-style-type: none"> • TSW distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each 	2.1.4.F			
<ul style="list-style-type: none"> • TSW discuss the causes of stress and demonstrate ways to deal with stressful situations 	2.1.4.F			
<ul style="list-style-type: none"> • TSW explain and demonstrate ways to cope with rejection, loss, and separation 	2.1.4.F			
<ul style="list-style-type: none"> • TSW explain how stereotypes influence personal growth and behavior 	2.1.4.F			
Grade 4 (Wellness) continued				

Suggested Activities/Resources

- Skeletons – use models, pictures and x rays to have students compare to various animals
- Promote school safety rules by discussing rules of the school, on the bus, playground, etc. Discuss how these rules, if not followed, could cause safety issues
- Literature Connection: *Arnie and the New Kid* (Nancy L. Carlson);

Grade 4 (Wellness) continued

Grade 4 Health and Physical Education

Focus Topic: Integrated Skills

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW explain how to determine the validity and reliability of a health resource • TSW present health information, orally and in writing, to peers • TSW describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness • TSW identify and employ ways to improve listening skills • TSW explain how to identify a health problem or issue for possible research • TSW outline the steps to making an effective decision • TSW discuss how parents, peers, and the media influence health decisions and behaviors • TSW describe ways to support the achievement of health goals • TSW describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship 	2.2.4.A	<ul style="list-style-type: none"> - Why is communication important? - Why is it important to be tolerant of other's ideas and opinions? - Why are goals important? - How do you make a decision? - Why are character traits important in life? 	<ul style="list-style-type: none"> • People are entitled to have ideas and opinions • Decisions play an important role in everyday life • Character traits are learned • Health decisions are influenced • Community service impacts wellness 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student Response</p>
	2.2.4.A			
	2.2.4.B			
	2.2.4.B			
	2.2.4.C			
2.2.4.D				

<ul style="list-style-type: none"> • TSW discuss how an individual's character positively impacts individual and group goals and success 	2.2.4.D			
<ul style="list-style-type: none"> • TSW acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments 	2.2.4.E			
<ul style="list-style-type: none"> • TSW demonstrate respect for the opinions and abilities of group members 	2.2.4.E			
<ul style="list-style-type: none"> • TSW develop and articulate group goals 	2.2.4.E			
<ul style="list-style-type: none"> • TSW discuss laws and regulations created to enhance wellness 	2.2.4.E			
<ul style="list-style-type: none"> • TSW organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness 	2.2.4.E			
<ul style="list-style-type: none"> • TSW describe health and fitness services provided in the school and community 	2.2.4.F			
<ul style="list-style-type: none"> • TSW discuss wellness and fitness careers 	2.2.4.F			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Use puppets to simulate three characters: <ol style="list-style-type: none"> 1. Mouse: Meek, weak, dos not stick up for his/her own ideas 2. Monster: Bully, pushes ideas on others 3. Me: a balance between a monster and a mouse <p>Model how each character might handle the same conflict situation</p> • Literature Connection: <i>Character Building Day by Day: 180 Quick Read-Alouds for Elementary School and Home</i> (Louise B. Weldon); <i>Clown</i> (Quentin Blake); <i>Ramona's World</i> (Beverly Cleary) 				

Grade 4 (Integrated Skills) continued

Grade 4 Health and Physical Education

Focus Topic: Drugs and Medicine

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW identify commonly used medicines and discuss why they are used • TSW discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult • TSW describe the short- and long-term physical effects of tobacco use • TSW discuss the impact of second-hand/passive smoke on the health of nonsmokers • TSW identify the physical and behavioral effects of marijuana use • TSW explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases • TSW identify where individuals with a substance abuse problem can get help • TSW differentiate among drug use, abuse, and misuse • TSW describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs 	<p>2.3.4.A</p> <p>2.3.4.A</p> <p>2.3.4.B</p> <p>2.3.4.B</p> <p>2.3.4.B</p> <p>2.3.4.C</p> <p>2.3.4.C</p> <p>2.3.4.C</p>	<ul style="list-style-type: none"> - Why are medicines used? - How does tobacco use affect people? - What are the effects of inhalation of substances? - What are means of dealing with addiction? - How do advertising, peers, and adults influence children? 	<ul style="list-style-type: none"> • Certain drugs have harmful effects on the mind and body • Some drugs are illegal • Alcohol, tobacco, and some drugs are addictive • Media influences people 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student Responses</p>

Suggested Activities/Resources

- Students write an acrostic poem using the word “WELLNESS” or “HEALTHY”
- Create a Hyperstudio/PowerPoint story presentation related to substance use and chemical dependency
- Literature Connection: *Mrs. Dole Is out of Control!* (Dan Gutman); *Judy Moody, M. D.: The Doctor is In!* (Megan McDonald); *When Someone You Love Has Cancer: A Guide to Help Kids Cope* (Alaric Lewis)

Grade 4 (Drugs and Medicine) continued

Grade 4 Health and Physical Education

Focus Topic: Human Relationships and Sexuality

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW discuss ways that families adjust to changes in the nature or structure of the family • TSW discuss how culture and tradition influence personal and family development • TSW describe the physical, social, and emotional changes occurring at puberty • TSW discuss why puberty begins and ends at different ages for different people • TSW understand that cells divide to create a fetus/embryo • TSW discuss how the health of the birth mother impacts the development of the fetus 	<p>2.4.4.A</p> <p>2.4.4.A</p> <p>2.4.4.B</p> <p>2.4.4.B</p> <p>2.4.4.B</p> <p>2.4.4.B</p>	<ul style="list-style-type: none"> - Why are there different kinds of families? - What is puberty? - How does a mother impact her children? 	<ul style="list-style-type: none"> • Every person contributes to the family • A family's success depends on all members within • Culture and traditions influence family development • Every person experiences puberty 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Performance tasks</p> <p>Self assessment</p> <p>Student Responses</p>
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Plot student growth throughout the year – height, weight, shoe size – graph results to show any growth spurts • Have students journal about the qualities of a true friend • Illustrate family goals • Literature Connection: <i>Tales of a Fourth Grade Nothing</i> (Judy Blume); <i>Friendship</i> (Mildred D. Taylor); <i>Magic School Bus inside the Human Body</i> (Bruce Degen) 				

Grade 4 Health and Physical Education

Focus Topic: Motor Skill Development

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW employ the principles of space, effort, and relationships to modify movement 	2.5.4.A	- How does practice and effort impact performance?	<ul style="list-style-type: none"> • Responsible personal and social behavior are important to demonstrate in physical activity settings 	Ongoing observation & questioning during class discussions and hands-on project work
<ul style="list-style-type: none"> • TSW modify movement according to environment 	2.5.4.A	- Why is self expression important?	<ul style="list-style-type: none"> • Movement provides opportunity 	Self assessment
<ul style="list-style-type: none"> • TSW evaluate the critical elements of a movement skill 	2.5.4.A	- Why are strategies important?	<ul style="list-style-type: none"> • Attitude affects performance 	Peer review
<ul style="list-style-type: none"> • TSW perform planned movement sequences 	2.5.4.A	- What part does participation play in skill development?	<ul style="list-style-type: none"> • Rules affects play 	Skills Checklist
<ul style="list-style-type: none"> • TSW discuss how movement activities pose opportunities for self expression, creativity, and teamwork 	2.5.4.B	- What is participation?		Student Response
<ul style="list-style-type: none"> • TSW understand that regular participation improves performance 	2.5.4.B			
<ul style="list-style-type: none"> • TSW demonstrate the use of simple strategies 	2.5.4.C			
<ul style="list-style-type: none"> • TSW demonstrate the use of offensive, defensive, and cooperative strategies 	2.5.4.C			
<ul style="list-style-type: none"> • TSW analyze the impact on participation 	2.5.4.D			
<ul style="list-style-type: none"> • TSW describe the use of mental preparation strategies 	2.5.4.E			

Suggested Activities/Resources

- Word walls – vocabulary and concepts words are displayed. Word walls may be specific to the current unit or ongoing throughout the year
- Keep 'Em Moving – students dodge a ball rolled across a pathway – vary locomotor movements
- The Beat Goes On – Jump rope to the beat of music
- Literature Connection: *Hour of the Olympics* (Mary Pope Osborne); *Go Long!* (Ronde Barber); *Runaway Ralph* (Beverly Cleary)

Grade 4 (Motor Skill Development) continued

Focus Topic: Fitness

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW understand how body systems adapt to regular physical activity • TSW understand how gender, age, heredity, training, and health behaviors impact fitness • TSW describe the relationship between physical activity, healthy eating, and body composition • TSW discuss how the principles of training improve personal fitness • TSW describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances • TSW use technology to track fitness status • TSW engage in various forms of physical activity • TSW monitor physiological indicators • TSW assess personal fitness 	<p>2.6.4.A</p> <p>2.6.4.A</p> <p>2.6.4.A</p> <p>2.6.4.B</p> <p>2.6.4.B</p> <p>2.6.4.B</p> <p>2.6.4.C</p> <p>2.6.4.C</p> <p>2.6.4.C</p>	<ul style="list-style-type: none"> - How does fitness affect health and well being? - What are the affects of performance enhancing substances? - In what ways is physical activity beneficial? - What is personal fitness? 	<ul style="list-style-type: none"> • Personal fitness is important in order to lead a healthy lifestyle • Fitness activity benefits the physical, social and emotional wellness • Training principles improve personal fitness 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Skills Checklist</p> <p>Performance tasks</p> <p>Self assessment</p> <p>Student Response</p>
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Word walls – vocabulary and concepts words are displayed. Word walls may be specific to the current unit or ongoing throughout the year • Students keep a physical log (type of activity, how long performed, intensity rated high, medium, low) • Literature Connection: <i>Active Kids: Fun Ways to Be Active</i> (Kathryn Smithyman); <i>The Field Day from the Black Lagoon</i> (Mike Thaler) 				