

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

<ul style="list-style-type: none"> <li>• TSW discuss myths and facts about mental illness</li> </ul>	2.1.4.D			
<ul style="list-style-type: none"> <li>• TSW develop strategies to reduce the risk of injuries at home, school, and community</li> </ul>	2.1.4.E			
<ul style="list-style-type: none"> <li>• 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</li> </ul>	2.1.4.E			
<ul style="list-style-type: none"> <li>• TSW explain that abuse can take several forms, including verbal, emotional, sexual, and physical</li> </ul>	2.1.4.E			
<ul style="list-style-type: none"> <li>• TSW identify ways to get help from abuse should it be suspected</li> </ul>	2.1.4.E			
<ul style="list-style-type: none"> <li>• TSW describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each</li> </ul>	2.1.4.E			
<ul style="list-style-type: none"> <li>• TSW describe how emotions can affect communication, choices, and behaviors</li> </ul>	2.1.4.F			
<ul style="list-style-type: none"> <li>• TSW distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each</li> </ul>	2.1.4.F			
<ul style="list-style-type: none"> <li>• TSW discuss the causes of stress and demonstrate ways to deal with stressful situations</li> </ul>	2.1.4.F			
<ul style="list-style-type: none"> <li>• TSW explain and demonstrate ways to cope with rejection, loss, and separation</li> </ul>	2.1.4.F			
<ul style="list-style-type: none"> <li>• TSW explain how stereotypes influence personal growth and behavior</li> </ul>	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"> <li>• TSW explain how to determine the validity and reliability of a health resource</li> <li>• TSW present health information, orally and in writing, to peers</li> <li>• TSW describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness</li> <li>• TSW identify and employ ways to improve listening skills</li> <li>• TSW explain how to identify a health problem or issue for possible research</li> <li>• TSW outline the steps to making an effective decision</li> <li>• TSW discuss how parents, peers, and the media influence health decisions and behaviors</li> <li>• TSW describe ways to support the achievement of health goals</li> <li>• TSW describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship</li> </ul>	<p>2.2.4.A</p> <p>2.2.4.A</p> <p>2.2.4.A</p> <p>2.2.4.A</p> <p>2.2.4.A</p> <p>2.2.4.B</p> <p>2.2.4.B</p> <p>2.2.4.C</p> <p>2.2.4.D</p>	<ul style="list-style-type: none"> <li>- Why is communication important?</li> <li>- Why is it important to be tolerant of other's ideas and opinions?</li> <li>- Why are goals important?</li> <li>- How do you make a decision?</li> <li>- Why are character traits important in life?</li> </ul>	<ul style="list-style-type: none"> <li>• People are entitled to have ideas and opinions</li> <li>• Decisions play an important role in everyday life</li> <li>• Character traits are learned</li> <li>• Health decisions are influenced</li> <li>• Community service impacts wellness</li> </ul>	<p>Ongoing observation &amp; 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"> <li>• TSW discuss how an individual’s character positively impacts individual and group goals and success</li> </ul>	2.2.4.D			
<ul style="list-style-type: none"> <li>• TSW acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments</li> </ul>	2.2.4.E			
<ul style="list-style-type: none"> <li>• TSW demonstrate respect for the opinions and abilities of group members</li> </ul>	2.2.4.E			
<ul style="list-style-type: none"> <li>• TSW develop and articulate group goals</li> </ul>	2.2.4.E			
<ul style="list-style-type: none"> <li>• TSW discuss laws and regulations created to enhance wellness</li> </ul>	2.2.4.E			
<ul style="list-style-type: none"> <li>• TSW organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness</li> </ul>	2.2.4.E			
<ul style="list-style-type: none"> <li>• TSW describe health and fitness services provided in the school and community</li> </ul>	2.2.4.F			
<ul style="list-style-type: none"> <li>• TSW discuss wellness and fitness careers</li> </ul>	2.2.4.F			
<p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Use puppets to simulate three characters:             <ol style="list-style-type: none"> <li>1. Mouse: Meek, weak, dos not stick up for his/her own ideas</li> <li>2. Monster: Bully, pushes ideas on others</li> <li>3. Me: a balance between a monster and a mouse</li> </ol> <p>Model how each character might handle the same conflict situation</p> </li> <li>• 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)</li> </ul>				

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"> <li>• TSW identify commonly used medicines and discuss why they are used</li> <li>• TSW discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult</li> <li>• TSW describe the short- and long-term physical effects of tobacco use</li> <li>• TSW discuss the impact of second-hand/passive smoke on the health of nonsmokers</li> <li>• TSW identify the physical and behavioral effects of marijuana use</li> <li>• TSW explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases</li> <li>• TSW identify where individuals with a substance abuse problem can get help</li> <li>• TSW differentiate among drug use, abuse, and misuse</li> <li>• TSW describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs</li> </ul>	<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"> <li>- Why are medicines used?</li> <li>- How does tobacco use affect people?</li> <li>- What are the effects of inhalation of substances?</li> <li>- What are means of dealing with addiction?</li> <li>- How do advertising, peers, and adults influence children?</li> </ul>	<ul style="list-style-type: none"> <li>• Certain drugs have harmful effects on the mind and body</li> <li>• Some drugs are illegal</li> <li>• Alcohol, tobacco, and some drugs are addictive</li> <li>• Media influences people</li> </ul>	<p>Ongoing observation &amp; 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"> <li>• TSW discuss ways that families adjust to changes in the nature or structure of the family</li> <li>• TSW discuss how culture and tradition influence personal and family development</li> <li>• TSW describe the physical, social, and emotional changes occurring at puberty</li> <li>• TSW discuss why puberty begins and ends at different ages for different people</li> <li>• TSW understand that cells divide to create a fetus/embryo</li> <li>• TSW discuss how the health of the birth mother impacts the development of the fetus</li> </ul>	<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"> <li>- Why are there different kinds of families?</li> <li>- What is puberty?</li> <li>- How does a mother impact her children?</li> </ul>	<ul style="list-style-type: none"> <li>• Every person contributes to the family</li> <li>• A family’s success depends on all members within</li> <li>• Culture and traditions influence family development</li> <li>• Every person experiences puberty</li> </ul>	<p>Ongoing observation &amp; questioning during class discussions and hands-on project work</p> <p>Performance tasks</p> <p>Self assessment</p> <p>Student Responses</p>
<p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Plot student growth throughout the year – height, weight, shoe size – graph results to show any growth spurts</li> <li>• Have students journal about the qualities of a true friend</li> <li>• Illustrate family goals</li> <li>• 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)</li> </ul>				



<b>Grade 4 Health and Physical Education</b>
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**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"> <li>• TSW employ the principles of space, effort, and relationships to modify movement</li> </ul>	2.5.4.A	- How does practice and effort impact performance?	<ul style="list-style-type: none"> <li>• Responsible personal and social behavior are important to demonstrate in physical activity settings</li> <li>• Movement provides opportunity</li> <li>• Attitude affects performance</li> <li>• Rules affects play</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing observation &amp; questioning during class discussions and hands-on project work</li> <li>Self assessment</li> <li>Peer review</li> <li>Skills Checklist</li> <li>Student Response</li> </ul>
<ul style="list-style-type: none"> <li>• TSW modify movement according to environment</li> </ul>	2.5.4.A	- Why is self expression important?		
<ul style="list-style-type: none"> <li>• TSW evaluate the critical elements of a movement skill</li> </ul>	2.5.4.A	- Why are strategies important?		
<ul style="list-style-type: none"> <li>• TSW perform planned movement sequences</li> </ul>	2.5.4.A	- What part does participation play in skill development?		
<ul style="list-style-type: none"> <li>• TSW discuss how movement activities pose opportunities for self expression, creativity, and teamwork</li> </ul>	2.5.4.B	- What is participation?		
<ul style="list-style-type: none"> <li>• TSW understand that regular participation improves performance</li> </ul>	2.5.4.B			
<ul style="list-style-type: none"> <li>• TSW demonstrate the use of simple strategies</li> </ul>	2.5.4.C			
<ul style="list-style-type: none"> <li>• TSW demonstrate the use of offensive, defensive, and cooperative strategies</li> </ul>	2.5.4.C			
<ul style="list-style-type: none"> <li>• TSW analyze the impact on participation</li> </ul>	2.5.4.D			
<ul style="list-style-type: none"> <li>• TSW describe the use of mental preparation strategies</li> </ul>	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"> <li>• TSW understand how body systems adapt to regular physical activity</li> <li>• TSW understand how gender, age, heredity, training, and health behaviors impact fitness</li> <li>• TSW describe the relationship between physical activity, healthy eating, and body composition</li> <li>• TSW discuss how the principles of training improve personal fitness</li> <li>• TSW describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances</li> <li>• TSW use technology to track fitness status</li> <li>• TSW engage in various forms of physical activity</li> <li>• TSW monitor physiological indicators</li> <li>• TSW assess personal fitness</li> </ul>	2.6.4.A  2.6.4.A  2.6.4.A  2.6.4.B  2.6.4.B  2.6.4.B  2.6.4.C  2.6.4.C  2.6.4.C	<ul style="list-style-type: none"> <li>- How does fitness affect health and well being?</li> <li>- What are the affects of performance enhancing substances?</li> <li>- In what ways is physical activity beneficial?</li> <li>- What is personal fitness?</li> </ul>	<ul style="list-style-type: none"> <li>• Personal fitness is important in order to lead a healthy lifestyle</li> <li>• Fitness activity benefits the physical, social and emotional wellness</li> <li>• Training principles improve personal fitness</li> </ul>	Ongoing observation & questioning during class discussions and hands-on project work  Skills Checklist  Performance tasks  Self assessment  Student Response
<b>Suggested Activities/Resources</b> <ul style="list-style-type: none"> <li>• Word walls – vocabulary and concepts words are displayed. Word walls may be specific to the current unit or ongoing throughout the year</li> <li>• Students keep a physical log (type of activity, how long performed, intensity rated high, medium, low)</li> <li>• Literature Connection: <i>Active Kids: Fun Ways to Be Active</i> (Kathryn Smithyman); <i>The Field Day from the Black Lagoon</i> (Mike Thaler)</li> </ul>				