

EAST RUTHERFORD SCHOOL DISTRICT

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION CURRICULUM

Grades 3 – 4



Giovanni A. Giancaspro
Superintendent of Schools

Marlene Krupp
Interim Curriculum Coordinator

New Jersey Student Learning Standards

NJSLS 2016

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Grade 3: Comprehensive Health and Physical Education

2.1 Wellness: All students will acquire health promotion concepts and skills to support and healthy, active lifestyle.

Instructional Objectives	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Personal Growth and Development</p> <ul style="list-style-type: none"> • Describe the physical, social, and emotional dimensions of wellness • Demonstrate personal hygiene practices that support wellness • Describe the structure and function of human body systems • Discuss factors that contribute to healthy, physical, social, and emotional growth <p>B. Nutrition</p> <ul style="list-style-type: none"> • Differentiate between healthy and unhealthy eating patterns. • Classify foods by food group, food sources, and nutritional content • Interpret food product labels • Discuss how healthy eating provides energy and helps maintain healthy weight <p>C. Disease and Health Conditions</p> <ul style="list-style-type: none"> • Discuss importance of the early detection of diseases and health concerns • Explain that some diseases and health conditions are preventable and some are not • Describe the signs and symptoms of diseases and health conditions common in children • Investigate how the use of universal precautions, sanitation and waste disposal, and proper food handling and storage, help to prevent disease and health concerns <p>D. Safety</p> <ul style="list-style-type: none"> • Describe characteristics of safe and unsafe conditions 	<p>HPE. 2.1.4.A.1</p> <p>HPE. 2.1.4.A.2</p> <p>HPE. 2.1.4.A.2</p> <p>HPE. 2.1.4.A.2</p> <p>HPE. 2.1.4.B.2</p> <p>HPE. 2.1.4.B.3</p> <p>HPE. 2.1.4.B.4</p> <p>HPE. 2.1.4.B.1</p> <p>HPE. 2.1.4.C.2</p> <p>HPE. 2.1.4.C.2</p> <p>HPE. 2.1.4.C.1</p>	<p>A. What impact does the stage of life have on wellness?</p> <p>B. How do foods affect wellness?</p> <p>B. Why do we need to eat healthy foods?</p> <p>C. What impact does wellness have on health conditions?</p> <p>D. What are the connections to safety and wellness?</p> <p>E. How is a situation to be abusive?</p> <p>E. What is stress?</p>	<p>A. Practicing effective communication</p> <p>B. Healthy choices contribute to wellness</p> <p>C. Practicing safety promotes healthy conditions</p> <p>D. Practicing safety promotes healthy conditions</p> <p>E. A person expresses emotions in a variety of ways</p> <p>E. There are strategies to prevent and resolve conflict</p>	<p>Ongoing observation & questioning during class discussions</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student responses</p> <p>Group projects</p> <p>Whole group discussions</p> <p>Observation of students during group work</p>

<ul style="list-style-type: none"> Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing Explain that abuse can take several forms, including verbal and emotional Describe characteristics of strangers, acquaintances, and trusted adults 	<p>HPE. 2.1.4.C.2</p>			
<p>E. Social and Emotional Health</p> <ul style="list-style-type: none"> Describe basic human needs and how individuals and families attempt to meet those needs Discuss how culture, peers, and the media impact the way individuals communicate and express emotions Distinguish among conflict, violence, harassment, and bullying and discuss factors that contribute to each Describe and demonstrate strategies to prevent, reduce, or mediate conflict Discuss the causes of stress 	<p>HPE. 2.1.4.D.1 2.1.4.D.4</p> <p>HPE. 2.1.4.D.2</p> <p>HPE. 2.1.2.D.2</p>			
	<p>HPE. 2.1.4.E.1</p>			
	<p>HPE. 2.1.4.E.2</p>			
	<p>HPE. 2.1.4.E.2</p>			
	<p>HPE. 2.1.4.E.3</p>			
	<p>HPE. 2.1.4.E.4</p>			

Suggested Activities/Resources

Wellness Plan- place health related items on a table (towel, soap, comb, toothbrush)- have students describe orally how the item contributes to wellness
Have student groups write as many fruits and vegetables in a 3 minute time frame as possible.
Pyramid construction – use clip art, magazine pictures of drawings to create a Food Guide appropriate to each section referring to My Plate.
Literature connection – *Is There Really a Human Race?* (Jaime Lee Cutris); *Leo the Late Bloomer* (Robert Kraus); *Safety* (Liz Gogerly)

Grade 3: Comprehensive Health and Physical Education

2.2 Integrated Skills: All will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Instructional Objectives	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Interpersonal Communication</p> <ul style="list-style-type: none"> • Explain how to determine the validity of a health source • Present health information, orally and in writing, to peers • Identify ways to improve listening skills <p>B. Decision-making and Goal Setting</p> <ul style="list-style-type: none"> • Identify the steps to making an effective decisions • Describe situations that might require a decisions about health and safety • Develop a personal heal goal and track progress • Describe ways to support achievement of health goals <p>C. Character Development</p> <ul style="list-style-type: none"> • Describe character traits such as trustworthiness, responsibility, respect, caring, justice, and fairness • Discuss how an individual’s character positively impacts individual goals and personal health • Discuss how attitudes towards individuals with disabilities may negatively and positively impact them. • Describe and demonstrate the characteristics of an effective leader <p>D. Advocacy and Service</p> <ul style="list-style-type: none"> • Acknowledge the contributions of group members and choose appropriate ways to motivate • Develop a position on a wellness issue • Participate in a school or community service activity and discuss how helping other impacts personal and community wellness 	<p>HPE. 2.2.4.A.2</p> <p>HPE. 2.2.4.A.2</p> <p>HPE. 2.2.4.A.2</p> <p>HPE. 2.2.4.B.1 2.2.4.B.2</p> <p>HPE. 2.2.4.B.4 2.2.4.B.4</p> <p>HPE. 2.2.4.C.2</p> <p>HPE. 2.2.4.C.1</p> <p>HPE. 2.2.4.C.3</p> <p>HPE. 2.2.4.C.2</p> <p>HPE.</p>	<p>A. Why is communication important?</p> <p>A. Why is it important to be tolerant of other’s ideas and opinions?</p> <p>B. Why are goals important?</p> <p>C. What is character?</p> <p>D. Why is it important to work cooperatively?</p>	<p>A. People are entitled to have ideas and opinions</p> <p>B. Decisions play an important role in everyday life</p> <p>C. Character traits are learned</p>	<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> <p>Group projects</p> <p>Whole group discussions</p> <p>Observation of students during group work</p>

<p>E. Health Services and Information</p> <ul style="list-style-type: none"> Describe and demonstrate how to seek help for a variety of health and fitness concerns Discuss wellness and fitness careers 	<p>2.2.4.D.1</p> <p>HPE. 2.2.4.D.1 2.2.4.D.1</p> <p>HPE. 2.2.4.E.1</p> <p>HPE. 9.2.12.C.1</p>	<p>← Integration of 21st Century Careers</p>		
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Suggested Activities/Resources

Distribute a variety of newspapers to small groups and instruct students to search for articles related to health. Students draw maps of the local community emphasizing safe places to walk, play, ride bikes, skateboard, etc. Students may also identify safety hazards. Brainstorm synonyms for the word “conflict”. Then brainstorm options or behaviors that can be used to peacefully resolve conflicts. Literature Connection: *Once Upon a Dragon: Stranger Safety for Kids (and Dragons)* (Jean E. Pendziwol); *Harvesting Hope: The Story of Cesar Chavez* (Katheleen Krull)

Grade 3: Comprehensive Health and Physical Education

2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Instructional Objectives	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Medicines</p> <ul style="list-style-type: none"> • Distinguish between over-the-counter and prescription medicines • Identify commonly used medicines • Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult <p>B. Alcohol, Tobacco, and Other Drugs</p> <ul style="list-style-type: none"> • Explain why it is illegal to use or possess certain drugs/substances • Describe the short and long-term physical effects of tobacco use • Discuss the effects of second hand smoke on the wellness of non-smokers. • Identify the short and long-term physical and behavioral effects of alcohol use and abuse <p>C. Dependency/Addiction and Treatment</p> <ul style="list-style-type: none"> • Discuss the signs that a person might have a problem with the use of alcohol, tobacco, and other drugs • Differentiate among drug use, abuse, and misuse • Describe how advertising, peers, and adults influences children and teenagers to try alcohol, tobacco, and other drugs. 	<p>HPE. 2.3.4.A.1</p> <p>HPE. 2.3.4.A.1</p> <p>HPE. 2.3.4.A.2</p> <p>HPE. 2.3.4.B.1</p> <p>HPE. 2.3.4.B.2</p> <p>HPE. 2.3.4.B.3</p> <p>HPE. 2.3.4B.1</p> <p>HPE. 2.3.4.C.1</p> <p>HPE. 2.3.4.C.2</p> <p>HPE. 2.3.4.C.3</p>	<p>A. How do we determine if medicine is helpful or harmful?</p> <p>B. How does tobacco smoke impact others?</p> <p>C. How does addiction affect a person?</p> <p>C. What are the means of dealing with addiction?</p> <p>D. How does advertising peers, and adults influence children’s experiment with alcohol, tobacco, and other drugs?</p>	<p>A. Certain drugs have harmful effects on the mind and body</p> <p>B. Some drugs are illegal</p> <p>B. Alcohol, tobacco, and some drugs are addictive</p> <p>B. Media influences people</p>	<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> <p>Group projects</p> <p>Whole group discussions</p> <p>Observation of students during group work</p>

Suggested Activities/Resources

Students create anchor charts indicating their favorite things (i.e. food, T.V. show, song, sport, game, color season). Have students select from their list three items that support a healthy, active lifestyle.

Wish Star- have class brainstorm about what they may do when they grow up. Discuss how the use of substances might interfere with attaining that dream.

Literature Connection: *George's Marvelous Medicine* (Roald Dahl)

Grade 3: Comprehensive Health and Physical Education

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Instructional Objectives	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Relationships</p> <ul style="list-style-type: none"> • Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits • Compare the roles, rights, and responsibilities of various family members • Discuss ways that families adjust to changes in the nature or structure of the family • Discuss how culture and tradition influences personal and family development • Discuss factors that support healthy relationships with friends and families • Identify the characteristics of a friend • Describe appropriate ways to show affection and caring <p>B. Sexuality</p> <ul style="list-style-type: none"> • Describe the physical, social, and emotional changes during puberty <p>C. Pregnancy and Parenting</p> <ul style="list-style-type: none"> • Discuss the relationships between the health of a birth mother and the development of the unborn child (fetus). 	<p>HPE. 2.4.4.A.1</p> <p>HPE. 2.4.4.A.1</p> <p>HPE. 2.4.4.A.1</p> <p>HPE. 2.4.4.A.1</p> <p>HPE. 2.4.4.A.2</p> <p>HPE. 2.4.4.A.2</p> <p>HPE. 2.4.4.A.1</p> <p>HPE. 2.4.4.B.1</p> <p>HPE. 2.4.4.C.2</p>	<p>A. Why are their different kinds of families?</p> <p>A. What type of help is available to families in need?</p> <p>A. How to successful families function?</p> <p>A. What is a true friend?</p>	<p>A. Every person contributes to the family</p> <p>A. A family’s success depends on all members within</p> <p>A. Culture and traditions influences family development</p>	<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> <p>Group projects</p> <p>Whole group discussions</p> <p>Observation of students during group work</p>

Suggested Activities/Resources

Growing Old – learning stations to simulate aging (ear plugs – hearing loss; glasses smeared with petroleum jelly – vision loss; thick gloves or mittens; arthritis; unflavored seltzer water- loss of taste). Have students journal their experience at each stations. Develop strategies that students are able to do to assist an elderly family member or citizen.

Schedule a “Greeting Class”. Students circulate the room and greet individuals in different ways. Explain that greeting are a way to show caring, affection, courtesy, and respect.

Literature Connection: *The Whale* (Cynthia Rylant); *Needle and Thread* (Ann Martin); *Frog and Toad are Friends* (Arnold Lobel); *Your Body Belongs to You* (Cornelia Maude Spelman).

Grade 4: Comprehensive Health and Physical Education

2.1: Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Instructional Objectives	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Personal Growth and Development</p> <ul style="list-style-type: none"> • Analyze the impact of health choices and behaviors on a person’s wellness • Describe the physical changes that occur at each stage of life • Discuss the factors that contribute to intellectual growth and uniqueness <p>B. Nutrition</p> <ul style="list-style-type: none"> • Classify foods by food group, food sources, nutritional content and nutritional value • Discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risks of disease, and keeps body systems working. <p>C. Disease and Health Conditions</p> <ul style="list-style-type: none"> • Investigate ways to treat the common childhood disease and health condition • Explain that some diseases and health conditions are preventable and some are not • Identify and describe the signs and symptoms of diseases and health conditions common in children and how they may be prevented. • Investigate how the use of universal precautions, sanitation and waste disposal, and proper food handling and storage, help to prevent disease and health conditions • Discuss myths and facts about mental illness <p>D. Safety</p> <ul style="list-style-type: none"> • Develop strategies to reduce the risk of injuries at home, school, and community • Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, 	<p>HPE. 2.1.4.A.1</p> <p>HPE. 2.1.4.A.1</p> <p>HPE. 2.1.4.A.2</p> <p>HPE. 2.1.4.B.3</p> <p>HPE. 2.1.4.B.1</p> <p>HPE. 2.1.4.C.2</p> <p>HPE. 2.1.4.C.1</p> <p>HPE. 2.1.4.C.1</p> <p>HPE. 2.1.4.C.2</p> <p>HPE. 2.1.4.C.3</p>	<p>A. What impact does the stage of life have on wellness?</p> <p>B. Why are foods classified?</p> <p>C. What impact does wellness have on health conditions?</p> <p>B. What makes food healthy?</p> <p>C. How do health conditions affect a person’s wellness?</p> <p>E. How is a situation determined to be abusive?</p> <p>E. How can you deal with stress?</p> <p>E. What is a stereotype?</p>	<p>A. Practicing effective communication</p> <p>B. Healthy choices contribute to wellness</p> <p>C. Practicing safety promotes healthy conditions</p> <p>D. Practicing safety promotes healthy conditions</p> <p>E. A person expresses emotions in a variety of ways</p> <p>E. There are strategies to prevent and resolve conflict</p>	<p>Ongoing observation & questioning during class discussions</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student responses</p> <p>Group projects</p> <p>Whole group discussions</p> <p>Observation of students during group work</p>

<p>the control of bleeding, and the care of minor wounds and burns</p> <ul style="list-style-type: none"> • Explain that abuse can take several forms, including verbal, sexual, physical, and emotional • Identify ways to get help from abuse should it be suspected • Describe characteristics of strangers, acquaintances, and trusted adults. Demonstrate safe and appropriate ways to deal with each. 	<p>HPE. 2.1.4.D.1</p> <p>HPE. 2.1.4.D.4</p>			
<p>E. Social and Emotional Health</p> <ul style="list-style-type: none"> • Discuss the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation • Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each • Explain and demonstrate ways to cope with rejection, loss and separation • Explain how stereotypes influence personal growth and behavior 	<p>HPE. 2.1.4.D.2</p> <p>HPE. 2.1.2.D.2</p> <p>HPE. 2.1.2.D.2</p>			
	<p>HPE. 2.1.4.E.2</p> <p>HPE. 2.1.4.E.4</p> <p>HPE. 2.1.4.E.3</p> <p>HPE. 2.1.4.E.1</p>			

Suggested Activities/Resources

Skeletons- Using models and pictures to have students compare the skeleton of different animals

Promote school safety by discussing the rules of the school, on the bus, playground, etc. Discuss how these rules, if not followed, can cause safety issues

Literature connections: Amie and the New Kid (Nancy L. Carlson)

Create food plates- tap into various other cultures in the classroom (www.choosemyplate.gov)

Literature connection – Nonfiction “Infectious Disease” texts

Operation game/Body Systems project

Time for Kids health articles

Promote healthy eating through discussion (gathering recipes, create recipes, lunch decisions)

How-to writing on being a healthy eater

Brain-Pop videos on safety

Create no bullying zone posters

Grade 4: Comprehensive Health and Physical Education

2.2: Integrated Skills – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Instructional Objectives	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Interpersonal Communication</p> <ul style="list-style-type: none"> • Explain how to determine the validity and reliability of a health resource • Present health information, orally and in writing, to peers • Describe how emotions can affect communications, choices, and behaviors • Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness • Identify ways to improve listening skills • Explain how to identify a health problem or issue for possible research <p>B. Decision-making and Goal Setting</p> <ul style="list-style-type: none"> • Outline the steps to making an effective decision • Discuss when a health related decision should be made independently or with the help of a professional • Discuss how parents, peers, and the media influence health decisions and behavior • Describe ways to support achievement of health goals <p>C. Character Development</p> <ul style="list-style-type: none"> • Describe character traits and ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship • Discuss how an individual’s character positively impacts individual goals, personal health, and success • Discuss why ethical values are important • Discuss how attitudes towards individuals with disabilities may negatively and positively impact them. 	<p>HPE. 2.2.4.A.1</p> <p>HPE. 2.2.4.A.1</p> <p>HPE. 2.2.4.A.1</p> <p>HPE. 2.2.4.A.2</p> <p>HPE. 2.2.4.A.2</p> <p>HPE. 2.2.4.A.2</p> <p>HPE. 2.2.4.B.1</p> <p>HPE. 2.2.4.B.2</p> <p>HPE. 2.2.4.B.3</p> <p>HPE. 2.2.4.B.4</p>	<p>A. Why is communication important?</p> <p>A. Why is it important to be tolerant of other’s ideas and opinions?</p> <p>B. Why are goals important?</p> <p>B. How do you make a decision?</p> <p>C. Why are character traits important in life?</p> <p>D. Why are their laws to regulate smoking?</p> <p>E. Why should we communicate health concerns with trusted adults</p>	<p>A. People are entitled to have ideas and opinions</p> <p>B. Decisions play an important role in everyday life</p> <p>C. Character traits are learned</p> <p>D. Health decisions are influenced</p> <p>E. Community service impacts wellness</p>	<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> <p>Group projects</p> <p>Whole group discussions</p> <p>Observation of students during group work</p>

<p>D. Advocacy and Service</p> <ul style="list-style-type: none"> • Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments • Discuss laws and regulations created to enhance wellness • Organize and participate in a school or community service activity and discuss how helping other impacts personal and community wellness 	<p>HPE. 2.2.4.C.2</p> <p>HPE. 2.2.4.C.1</p> <p>HPE. 2.2.4.C.2</p> <p>HPE. 2.2.4.C.3</p>			
<p>E. Health Services and Information</p> <ul style="list-style-type: none"> • Describe health and fitness services provided in the school and the community • Discuss when and how to seek help when explaining a health • Discuss wellness and fitness careers 	<p>HPE. 2.2.4.D.1</p> <p>HPE. 2.2.4.D.1</p> <p>HPE. 2.2.4.D.1</p> <p>HPE. 2.2.4.E.1</p> <p>HPE. 2.2.4.E.2</p> <p>HPE. 9.2.12.C.1</p>	<p>← Integration of 21st Century Careers</p>		

Suggested Activities/Resources

Distribute a variety of newspapers to small groups and instruct students to search for articles related to health.

Students draw maps of the local community emphasizing safe places to walk, play, ride bikes, skateboard, etc. Students may also identify safety hazards.

Brainstorm synonyms for the word “conflict”. Then brainstorm options or behaviors that can be used to peacefully resolve conflicts.

Literature Connection: *Once Upon a Dragon: Stranger Safety for Kids (and Dragons)* (Jean E. Pendziwol); *Harvesting Hope: The Story of Cesar Chavez* (Katheleen Krull)

Start the year off with a “Goal Wall”- goals as a class, how to reach them, how to help each other reach potential, etc.

Link character study in literature to health standards through discussion, projects, scenario “reader’s theatre” to hone in on emotions linked to character traits

Grade 4: Comprehensive Health and Physical Education

2.3: Drugs and Medicines – All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy active lifestyle.

Instructional Objectives	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Medicines</p> <ul style="list-style-type: none"> • Identify commonly used medicines and discuss why they are used • Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult <p>B. Alcohol, Tobacco, and Other Drugs</p> <ul style="list-style-type: none"> • Describe the short and long-term physical effects of tobacco use • Discuss the effects of second hand smoke on the wellness of non-smokers. • Identify the physical and behavioral effects of marijuana use • Explain that brain damage, lung damage, and death can occur from certain substances, such as solvents, propellants, and medicinal gases <p>C. Dependency/Addiction and Treatment</p> <ul style="list-style-type: none"> • Identify signs that a person might have a substance abuse problem and where these individuals can get help • Differentiate among drug use, abuse, and misuse • Describe how advertising, peers, and adults influences children and teenagers to try alcohol, tobacco, and other drugs. 	<p>HPE. 2.3.4.A.1</p> <p>HPE. 2.3.4.A.2</p> <p>HPE. 2.3.4.B.2</p> <p>HPE. 2.3.4.B.3</p> <p>HPE. 2.3.4.B.4</p> <p>HPE. 2.3.4B.5</p> <p>HPE. 2.3.4.C.1</p> <p>HPE. 2.3.4.C.2</p> <p>HPE. 2.3.4.C.3</p>	<p>A. Why are medicines used?</p> <p>B. How does tobacco smoke affect people?</p> <p>B. What are the effects of inhalation of substances</p> <p>C. What are the means of dealing with addiction?</p> <p>D. How does advertising, peers, and adults influence children to experiment with alcohol, tobacco, and other drugs</p>	<p>A. Certain drugs have harmful effects on the mind and body and certain drugs have helpful effects on the mind and body</p> <p>B. Some drugs are illegal</p> <p>B. Alcohol, tobacco, and some drugs are addictive</p> <p>B. Media influences people</p>	<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> <p>Group projects</p> <p>Whole group discussions</p> <p>Observation of students during group work</p>

Suggested Activities/Resources

Students create anchor charts indicating their favorite things (i.e. food, T.V. show, song, sport, game, color season). Have students select from their list three items that support a healthy, active lifestyle.

Wish Star- have class brainstorm about what they may do when they grow up. Discuss how the use of substances might interfere with attaining that dream.

Literature Connection: *George's Marvelous Medicine* (Roald Dahl)

Students create magazine ads, write "jingles", and write ad copy to promote fellow peers to live a healthy lifestyle. Discuss how these same types of tactics are used to promote unsafe behavior as well. Round table discussions of how to rise above the negative influences of advertising and how to know the difference

Grade 4: Comprehensive Health and Physical Education

2.4: Human Relationships and Sexuality - All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Instructional Objectives	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Relationships</p> <ul style="list-style-type: none"> • Discuss ways that family adjust to changes in nature or structure of family. • Explain how healthy relationships occur in some but not all families • Discuss how culture and tradition influences personal and family development <p>B. Sexuality</p> <ul style="list-style-type: none"> • Describe the physical social and emotional changes occurring at puberty • Discuss why puberty begins and ends at different ages for different people <p>C. Pregnancy and Parenting</p> <ul style="list-style-type: none"> • Understand that cells divide to create a fetus/embryo • Discuss how the health of the birth mother impacts the development of the fetus. 	<p>HPE. 2.4.4.A.1</p> <p>HPE. 2.4.4.A.1</p> <p>HPE. 2.4.4.A.2</p> <p>HPE. 2.4.4.B.1</p> <p>HPE. 2.4.4.B.1</p> <p>HPE. 2.4.4.C.1</p> <p>HPE. 2.4.4.C.2</p>	<p>A. Why are their different kinds of families?</p> <p>B. What is puberty</p> <p>A. How does a mother impact her child</p>	<p>A. Every person contributes to the family</p> <p>A. A family’s success depends on all members within</p> <p>A. Culture and traditions influences family development</p> <p>B. Every person experiences puberty</p> <p>C. A mothers help is important to the child</p>	<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> <p>Group projects</p> <p>Whole group discussions</p> <p>Observation of students during group work</p>

Suggested Activities/Resources

Growing Old – learning stations to simulate aging (ear plugs – hearing loss; glasses smeared with petroleum jelly – vision loss; thick gloves or mittens; arthritis; unflavored seltzer water- loss of taste). Have students journal their experience at each stations. Develop strategies that students are able to do to assist an elderly family member or citizen.

Schedule a “Greeting Class”. Students circulate the room and greet individuals in different ways. Explain that greeting are a way to show caring, affection, courtesy, and respect.

Literature Connection: *The Whale* (Cynthia Rylant); *Needle and Thread* (Ann Martin); *Frog and Toad are Friends* (Arnold Lobel); *Your Body Belongs to You* (Cornelia Maude Spelman).

Cultural day- students celebrate and educate about their culture to the by creating a poster that sums up their family and the cultures that create it. (heritage, foods, language, holidays, traditions, etc.) Presentations made to class so students can learn and be made aware of the differences to be celebrated amongst their peers.

Create a cultural link chain where students can decorate links with pictures celebrating their culture. Once all linked together – display in hallway

<p>Content Area Unit Name</p>	<p>Physical Education and Health</p>
<p>ELEMENTARY 3 to 4 PE & HEALTH</p> <p>Interdisciplinary Connections</p>	<p>Featured <i>interdisciplinary</i> lessons:</p> <ul style="list-style-type: none"> ● Dramatize self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather and sports. ● Identify ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear (bike and pedestrian safety), and fire, bus and traffic safety procedures. ● Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, on the Internet and in the community. ● Describe health and fitness services provided in the school and community. <p>Interdisciplinary lessons include:</p> <p><i>SCIENCE: LS1A Structure & Function</i> 2.3A Medicine 2.3B Alcohol, Tobacco & Other Drugs</p> <p><i>SCIENCE: LS1B Growth & Development of Organisms</i> 2.1A Personal Growth & Development 2.1C Disease 2.2E Health Services 2.3A Medicine 2.3B Alcohol, Tobacco & Other Drugs 2.4B Sexuality 2.4C Pregnancy & Parenting</p> <p><i>SCIENCE: LS1C Organization for Matter & Energy Flow in Organisms</i> 2.1B Nutrition</p> <p><i>SOCIAL STUDIES:</i> Similar connections may be made between social studies content areas and the following areas of content such as interpersonal communication skills, social, health services and relationships:</p>

6.3.4.A.1: Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

6.3.4.A.2: Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4.A.3: Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

LANGUAGE ARTS LITERACY:

NJSLS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during physical education classes and health data analysis goal setting.

Curriculum Addendum: Physical Education & Comprehensive Health

	<p>WIDA English Language Development Standard 1 English language learners communicate for social and instructional purposes within the school setting.</p>
<p>Core Instructional Materials including digital tools</p>	<p>Each teacher shall utilize, where possible, research based instructional materials that allow for student access to the practicing of healthy behaviors and goal setting; allows them to engage in a physically active environment; access to health resources with current information both online and in print; allows for the practicing of skills including problem solving, conflict resolution, cross-cultural communication, and negotiation; advocated for family, safety, and wellness issues. On-line resources and websites are infused within the curriculum map.</p> <p>Textbook: <u>Health & Wellness</u> Macmillian/McGraw-Hill Grade 4</p> <p>Various websites, articles and activities are included in the curriculum map by grade level</p>
<p>21st Century Themes and Skills</p>	<p>As part of their regular instruction, teachers will be sure to integrate the following standards and skills:</p> <p>9.2.4. A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2: Identify various life roles and civic and work-related activities in the schools, home, and community.</p> <p>9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health (and financial) well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP 5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP 8. Utilize critical thinking to make sure of problems and persevere in solving them.</p>

Curriculum Addendum: Physical Education & Comprehensive Health

	<p>CRP 9. Model integrity, ethical leadership, and effective management.</p>
<p>8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p>As teaching, learning, and curriculum across New Jersey evolves to better meet student needs, when addressing Physical Education & Health topics, teachers are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice as part of regular instruction:</p> <p>8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.</p> <p>8.2.2.B.1: Identify how technology impacts or improves life.</p>
<p>Pacing Guide</p>	<p>The Comprehensive Health and Physical Education curriculum is taught over the school year, covering the content areas of Wellness, Integrated Skills, Drugs and Medicine, Human Relationships, Motor Skills and Fitness.</p> <p>Pacing Guides are included in the curriculum map by grade band/grade level.</p> <p>The following are the units implemented:</p> <ol style="list-style-type: none"> 1. Basic Movement Skills/Concepts/Fine and Gross Motor Skills 2. Team Sports 3. Individual Sports 4. Fitness and Physical Activity/Core Strength and Fitness Training 5. Team Building/Problem Solving
<p>Assessments</p>	<p>According to the Comprehensive Health & Physical Education standards, the objectives of <i>health literacy</i> include the following:</p> <p>Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.</p> <p>Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.</p>

	<p>Using available information to make appropriate health-related decisions.</p> <p>Establishing and monitoring personal and family health goals.</p> <p>Understanding national and international public health and safety issues.</p> <p>Assessments are developed to monitor student progress related to these objectives throughout unit.</p>
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Differentiation/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p>Teachers differentiate learning for high achieving students by providing a <i>specialized setting</i> in each district for students identified as eligible for Gifted and Talented <i>services</i> through a Screening/Identification Process.</p> <p>During the development process, <i>appropriate standards</i> are referenced from the NJSLs, and the National Association for Gifted Children's Gifted Program Standards Pre-K - Grade 12.</p> <p>Based upon a student's ability, the teacher can adjust instruction, content, and environment based upon a student's interest, ability, and learning profile. Needs assessments should be used to modify and differentiate instruction and assessment for these students.</p>	<p>In general, ELL students have the following accommodations:</p> <ul style="list-style-type: none"> Pre-teaching vocabulary and beginners skills Use of a bilingual dictionary during class and during assessments Extended time (time-and-a-half) for all assessments Word banks for tests and quizzes Access to teacher-created notes Use of TPR (Total Physical Response) linked to physical actions which are designed to 	<p>Special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within the East Rutherford School District programs include but are not limited to: In-Class-Support, whereby a special education teacher or instructional aide is assigned to assist special education students in the general education classroom and Resource Room replacement. All modifications are stated specifically in a student's Individual Education Plan or IEP to ensure that each student consistently receives the appropriate level of support.</p> <p>The East Rutherford School employs an Occupational Therapist and contracts a Physical Therapist from the</p>	<p>At risk students are identified through the Intervention and Referral Services process. The purpose of the Intervention and Referral Team (I&RS) is to provide in-house professional assistance to an administrator or teacher for a pupil who demonstrates social, emotional or educational problems. The I&RS provides assistance in understanding the pupil's problem(s) in developing strategies, which will, hopefully, help the pupil overcome the problem.</p>

Curriculum Addendum: Physical Education & Comprehensive Health

<p>Adjusting the pace of the lesson</p> <p>Curriculum compacting</p> <p>Student-driven Instruction</p>	<p>reinforce comprehension of particular basic skills.</p>	<p>SBJC who work with the Physical Education teachers to modify the curriculum to address the goals and objectives of the IEP.</p> <p>Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p>	
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