

## Grade Four Comprehensive Health and Physical Education

Grade four health and physical education objectives are integrated into science, social studies, language arts, and guidance lessons. In addition, students meet standards 2.5 and 2.6 in physical education classes. The content/activities and time allotted are outlined for each standard.

Standard

### 2.1 Wellness

ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Strand

#### A. Personal Growth & Development

The dimensions of wellness are interrelated and impact overall personal well being.

2.1.4.A.1

Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

2.1.4.A.2

Determine the relationship of personal health practices and behaviors on an individual's body systems.

Objective/Activity	Resources	Time
Explain how your ear works (science)	science text FOSS Physics of Sound	60 min.
Describe the basic functions of the major systems of the human body and how they work together. (science)	Human Body video Body Systems Lab #2 <u>Learning About Your Health</u> series	200 min.

#### B. Nutrition

Choosing a balanced variety of nutritious foods contributes to wellness.

2.1.4.B.1

Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keep body systems functioning effectively.

2.1.4.B.2

Differentiate between healthy and unhealthy eating practices.

2.1.4.B.3

Create a healthy meal based on nutritional content, value, calories, and cost.

2.1.4.B.4

Interpret food product labels based on nutritional content.

Objective/Activity	Resources	Time
Explore food labels to collect and analyze data (science)	Exploring Food Labels <a href="http://www.mypyramid.gov">www.mypyramid.gov</a> <a href="http://kidshealth.org/kid/stay_healthy/food/labels.html">http://kidshealth.org/kid/stay_healthy/food/labels.html</a>	120 min.
Differentiate between healthy and unhealthy foods to create a healthy meal	<a href="http://www.cookingwithkids.org/classroom.html">http://www.cookingwithkids.org/classroom.html</a>	120 min.

**C. Diseases & Health Conditions**

The use of disease prevention strategies in home, school, and community promotes personal health.

2.1.4.C.1

Explain why most diseases and health conditions are preventable.

2.1.4.C.2

Justify the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

2.1.4.C.3

Explain why mental illness is a health condition that impacts one's wellness.

Objective/Activity	Resources	Time
Identify ways to prevent body system problems (science)	How Can You Keep Your Digestive System Healthy? How Can You Keep Your Circulatory System Healthy? Investigating How the Heart Works How Can You Keep Your Nervous System Healthy? <i>You Can't See Your Bones Without Binoculars</i> <i>Children's Book of the Body</i> <a href="http://www.scrubclub.org">www.scrubclub.org</a>	240 min.

**D. Safety**

Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.

2.1.4.D.1

Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community.

2.1.4.D.2

Identify the various forms of abuse and ways to get help.

2.1.4.D.3

Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and using other modes of transportation.

Objective/Activity	Resources	Time
Know bicycle, pedestrian, and traffic safety procedures	Mini town unit	150 min.

**E. Social & Emotional Health**

Many factors at home, school, and community impact social and emotional health.

2.1.4.E.1

Compare and contrast how individuals and families attempt to address basic human needs.

2.1.4.E.2

Determine ways to cope with rejection, loss, and separation.

2.1.4.E.3

Distinguish among violence, harassment, gang violence, discrimination, and bullying and factors that contribute to each.

2.1.4.E.4

Demonstrate strategies to prevent or resolve conflict related to violence, harassment, gang violence, discrimination, and bullying.

2.1.4.E.5

Summarize the causes of stress and explain ways to deal with stressful situations.

Objective/Activity	Resources	Time
Recognize that people can have conflicting feelings and different preferences that can change over time.	Second Step, Unit I Lessons 1-2 <i>Toliver's Secret</i>	60 min.
Use calming down strategy to aid impulse control	Second Step, Unit II, Lesson 1	30 min.
Identify causes of fear and apply problem-solving strategy to deal with it	Second Step, Unit II, Lesson 7 <i>Toliver's Secret</i>	30 min.
Recognize anger signs and anger buttons and use the anger-management process.	Second Step, Unit III, Lesson 1	30 min.
Use reflection to evaluate performance in pressure situations.	Second Step, Unit III, Lesson 3	30 min.
Identify coping skills for dealing with criticism and taking responsibility for your actions.	Second Step, Unit III, Lesson 5 <i>Toliver's Secret</i>	30 min.
Deal with being left out using the problem-solving process	Second Step, Unit III, Lessons 6-7	60 min.

Standard

**2.2 Integrated Skills**

ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

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**A. Interpersonal Communication**

Effective communication may be a determining factor in the outcome of health and safety-related situations.

2.2.4.A.1

Demonstrate effective interpersonal communication in health and safety-related situations.

Effective communication is the basis for strengthening interpersonal interactions, relationships, and resolving conflicts.

2.2.4.A.2

Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

<b>Objective/Activity</b>	<b>Resources</b>	<b>Time</b>
Use physical/verbal cues to identify others' feelings and recognize that people can have different feelings about the same situation.	Second Step, Unit I, Lessons 3-4	60 min.
Understand how and why people perceive situations differently.	Second Step, Unit I, Lesson 5	30 min.
Be aware of not attributing hostile intent.	Second Step, Unit I, Lesson 6	30 min.
Show concern for others.	Second Step, Unit I, Lesson 7	30 min.
Give and receive compliments without being misunderstood.	Second Step, Unit II, Lesson 2	30 min.
Take responsibility for actions by acknowledging mistakes, apologizing, and/or offering to make amends.	Second Step, Unit II, Lesson 8	30 min.
Use calming-down techniques to get the facts and to keep from jumping to conclusions	Second Step, Unit III, Lesson 2	30 min.
Identify how characters communicate health and safety related issues (LAL)	<i>Nicky Fifth's Garden State Adventure</i> <i>32 Dandelion Court</i> <i>4<sup>th</sup> Grade Rats</i>	120 min.

**B. Decision Making and Goal Setting**

Many health-related situations require the application of a thoughtful decision making process.

2.2.4.B.1

Use the decision making process when addressing health-related issues.

2.2.4.B.2

Differentiate between situations when a health-related decision should be made independently or with the help of others.

2.2.4.B.3

Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions and behaviors.

2.2.4.B.4

Develop a personal health goal and track progress.

Objective/Activity	Resources	Time
Identify a problem, carry out and evaluate a solution	Second Step, Unit II, Lessons 3-4 <i>Charlotte's Web</i>	60 min.
Use problem solving to keep a promise	Second Step, Unit II, Lesson 6 <i>Charlotte's Web</i>	30 min.
Initiate, continue, and end a conversation in a friendly way	Second Step, Unit II, Lesson5 <i>Charlotte's Web</i>	30 min.
Use anger-management and problem-solving processes to deal with put-downs.	Second Step, Unit III, Lesson 4 <i>Charlotte's Web</i>	30 min.

**C. Character Development**

Personal core ethical values impact the health of oneself and others.

2.2.4.C.1

Determine how an individual's character develops over time and impacts personal health.

2.2.4.C.2

Explain why core ethical values such as respect, civic mindedness, and citizenship are important in the local and world community.

Objective/Activity	Resources	Time
Explain the democratic values expressed in the first NJ Constitution, the US Constitution and Bill of Rights, and the Declaration of Independence (social studies)	<u>New Jersey Adventures in Time &amp; Place</u> , McGraw Hill, 2001 <u>Kids Are Citizens</u> , Ellen Keller, National Geographic	120 min.
Describe how the US Constitution and Bill of Rights and the separation of church and state reflect the values of equality, fairness, and democracy	<u>New Jersey Adventures in Time &amp; Place</u> , McGraw Hill, 2001 <u>Kids Are Citizens</u> , Ellen Keller, National Geographic	120 min.
Explain the rights and responsibilities of a US citizen	<u>New Jersey Adventures in Time &amp; Place</u> , McGraw Hill, 2001 <u>Kids Are Citizens</u> , Ellen Keller, National Geographic "School House Rocks" video	60 min.
Participate in September Character Counts activities to understand why respect is important for one self, community, and the world <ul style="list-style-type: none"> <li>• treat others with respect</li> <li>• follow the golden rule</li> <li>• be tolerant of differences</li> </ul>	<i>Brother Eagle, Sister Sky: A Message from Chief Seattle</i> <i>Night Visitors</i> (Young) <i>Maui Maui</i> (Cosgrove)	45 min.

<ul style="list-style-type: none"> <li>• use good manners, not bad language</li> <li>• be considerate of the feelings of others</li> <li>• don't threaten, hit or hurt anyone</li> <li>• deal peacefully with anger, insults and disagreements</li> </ul>		
<p>Participate in October Character Counts activities to understand why responsibility is important for one self, community, and the world</p> <ul style="list-style-type: none"> <li>• do what you are supposed to do</li> <li>• persevere: keep on trying!</li> <li>• Always do your best</li> <li>• Use self-control</li> <li>• Be self-disciplined</li> <li>• Think before you act—consider the consequences</li> <li>• Be accountable for your choices</li> </ul>	<i>Frank and Ernest</i> (Day) <i>Fudge</i> (Graeber) <i>Marvin Redpost: Alone in His Teacher's House</i> (Sachar) <i>Arthur's Computer Disaster</i> (Brown) <i>Arthur's Pet Business</i> (Brown)	45 min.
<p>Participate in November Character Counts activities to understand why courtesy is important for one self, community, and the world</p> <ul style="list-style-type: none"> <li>• Have polite behavior</li> </ul>		45 min.
<p>Participate in December Character Counts activities to understand why caring is important for one self, community, and the world</p> <ul style="list-style-type: none"> <li>• Be kind</li> <li>• Be compassionate and show you care</li> <li>• Express gratitude</li> <li>• Forgive others</li> <li>• Help people in need</li> </ul>	<i>Mother Teresa</i> (Leigh) <i>When I Care About Others</i> (Spelman) <i>Pierre</i> (Sendak)	45 min.
<p>Participate in January Character Counts activities to understand why citizenship is important for one self, community, and the world</p> <ul style="list-style-type: none"> <li>• Do your share to make your school and community better</li> <li>• Cooperate</li> <li>• Get involved in community affairs</li> <li>• Stay informed</li> <li>• Be a good neighbor</li> <li>• Obey laws and rules</li> <li>• Respect authority</li> <li>• Protect the environment</li> </ul>	<i>50 Simple Things Kids Can Do to Save the Environment</i> <i>Becoming a Citizen</i> (DeCapua)	45 min.
<p>Participate in February Character Counts activities to understand why friendship is important for one self,</p>	<i>Discovering Friendship</i> (Kadish)	45 min.

<p>community, and the world</p> <ul style="list-style-type: none"> <li>• Good will</li> <li>• Trust</li> </ul>	<p><i>Amber Brown Goes Fourth</i> (Danziger)  <i>Little Blue and Little Yellow: A Story for Pippo and Ann and Other Children</i> (Lionni)  <i>Newt</i> (Novak)  <i>Pinky and Rex and the Bully</i> (Howe)  <i>Yo! Yes?</i> (Raschka)  <i>I'm not Oscar's Friend Anymore</i> (Sharmat)  <i>Thy Friend, Obadiah</i> (Turkle)  <i>I Like You, If You Like Me: Poems of Friendship</i>  <i>The Princess and froggie</i> (Zemach)  <i>The New Friend</i> (Zolotow)  <i>the Berenstain Bears and the Trouble with Friends</i> (Berenstain)  <i>Mine's the Best</i> (Bonsall)  <i>Arthur's Birthday</i> (Brown)  <i>Samantha the Snob</i> (Cristaldi)  <i>Tommy, the Timid Foal</i> (DeFossard)  <i>Two Good Friends</i> (Delton)</p>	
<p>Participate in March Character Counts activities to understand why honesty is important for one self, community, and the world</p> <ul style="list-style-type: none"> <li>• Integrity</li> <li>• Truthfulness</li> </ul>	<p><i>Abraham Lincoln, Friend of the People</i> (Judson)  <i>Sniffles</i> (Cosgrove)  <i>The True Francine</i> (Brown)  <i>Undercover Tailback</i> (Christopher)  <i>Your Move, J.P.!</i> (Lowry)  <i>The Stinky Sneakers Contest</i> (Peters)  <i>Fancy Feet</i> (Giff)  <i>Liar, Liar, Pants on Fire</i> (DeGroat)  <i>Plato's Journey</i> (Talley)  <i>Horrible Harry and the Mud Gremlins</i> (Kline)  <i>Grover Cleveland</i> (Joseph)</p>	45 min.
<p>Participate in April Character Counts activities to understand why responsibility is important for one self, community, and the world</p> <ul style="list-style-type: none"> <li>• Control of oneself and one's conduct</li> </ul>		45 min.
<p>Participate in May Character Counts activities to understand</p>	<p><i>Dolphin Adventure</i> (Grover)</p>	45 min.

<p>why trustworthiness is important for one self, community, and the world</p> <ul style="list-style-type: none"> <li>• Be honest</li> <li>• Don't deceive, cheat or steal</li> <li>• Be reliable—do what you say you'll do</li> <li>• Have the courage to do the right thing</li> <li>• Build a good reputation</li> <li>• Be loyal—stand by your family and friends</li> </ul>	<i>Lost in the Woods</i> (Sams)	
<p>Participate in June Character Counts activities to understand why fairness is important for one self, community, and the world</p> <ul style="list-style-type: none"> <li>• Play by the rules</li> <li>• Take turns and share</li> <li>• Be open-minded; listen to others</li> <li>• Don't take advantage of others</li> <li>• Don't blame others carelessly</li> </ul>	<i>Hello, Mallory</i> (Martin)	45 min.

#### D. Advocacy and Service

Service projects provide an opportunity to have a positive impact on the lives of self and others.

2.2.4.D.1

Explain the impact of participation in different kinds of service projects on community wellness.

2.2.4.D.2

Develop an informed position on a health issue.

Objective/Activity	Resources	Time
Participate in school sponsored service projects and explain the impact on community/personal wellness	recycling program Jump Rope for the Heart Walk-a-thon Fitness Frenzy	150 min.

#### E. Health Services & Information

Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.

2.2.4.E.1

Identify health services and resources provided in the school and community and determine how each assists in addressing health emergencies.

2.2.4.E.2

Explain when and how to seek help when experiencing a health problem.

Objective/Activity	Resources	Time
Identify various health professionals and explain their role in the prevention, detection, and treatment of health problems.	Newton Memorial Hospital field trip	240 min.

Standard

### 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.

#### A. Medicines

Medicines come in a variety of forms (prescription, over the counter, herbal and organic supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.

2.3.4.A.1

Distinguish between over-the-counter and prescription medicines.

2.3.4.A.2

Determine possible side effects of common types of medicines.

Objective/Activity	Resources	Time
Classify drugs as OTC or prescription and explain the possible side effects of both	Red Ribbon Week activities	90 min.

#### B. Alcohol, Tobacco, and Other Drugs

Use of drugs in unsafe ways is dangerous and harmful.

2.3.4.B.1

Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.

2.3.4.B.3

Compare the short and long-term physical effects of all types of tobacco use.

2.3.4.B.4

Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

2.3.4.B.5

Summarize the short and long-term physical and behavioral effects of alcohol use and abuse.

2.3.4.B.6

Identify the short and long-term physical effects of inhaling certain substances.

Objective/Activity	Resources	Time
Explain the health hazards of ATOD	Red Ribbon Week activities	360 min.
Discuss ATOD laws and consequences		120 min.

#### C. Dependency/Addiction & Treatment

Substance abuse is caused by a variety of factors.

2.3.4.C.1

Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.

2.3.4.C.2

Differentiate between drug use, abuse, and misuse.

There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

2.3.4.C.3

Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

Objective/Activity	Resources	Time
Explain the difference between use and abuse of ATOD	Red Ribbon Week activities	60 min.
Identify forms of pressure from media, home, friends	Red Ribbon Week activities	60 min.

Standard

### 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.

Strand

#### A. Relationships

The family unit encompasses the diversity of family forms in contemporary society.

##### 2.4.4.A.1

Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.

##### 2.4.4.A.2

Explain why healthy relationships are fostered in some families and not in others.

Objective/Activity	Resources	Time
Identify healthy and unhealthy relationships in characters (LAL)	<i>James and the Giant Peach</i>	60 min.

#### B. Sexuality

Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.

##### 2.4.4.B.1

Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

Objective/Activity	Resources	Time
Understand physical/sexual /social/emotional changes that occur during puberty	Nurse	360 min.

#### C. Pregnancy & Parenting

Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.

##### 2.4.4.C.1

Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.

The health of the birth mother impacts the development of the fetus.

2.4.4.C.2

Relate the health of the birth mother to the development of a healthy fetus.

Objective/Activity	Resources	Time
Explain how mothers care for unborn children	Nurse	360 min.

Standard

**2.5 Motor Skill Development**

ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Strand

**A. Movement Skill & Concepts**

Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in game, sport, dance, and recreational activities.

2.5.4.A.1

Explain and perform essential elements of movement skills in both isolated (skill practice) and applied settings (game/sport/dance/recreational).

2.5.4.A.2

Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in self and general space.

2.5.4.A.3

Explain and demonstrate movement sequences in response to various tempos, rhythms and musical styles.

Ongoing feedback impacts improvement and effectiveness of movement actions.

2.5.4.A.4

Correct movement errors in response to feedback and explain how the change improves performance.

Objective/Activity	Resources	Time
Utilize locomotor skills	ongoing in PE class	300 min.
Utilize skills to dribble, kick, trap, and punt	Soccer unit	280 min.
Utilize skills to catch, field, throw and strike	T-ball/waffle ball unit	280 min.
Utilize skills to chase, flee, dodge, and tag	Games (tag)	140 min.
Respond to rhythm with dance and movement	gymnastics unit	140 min.
Explore movement	gymnastics unit	180 min.
Practice frisbee skills and activities		140 min.

**B. Strategy**

Offensive, defensive, and cooperative strategies are applied in most game/sport activities.

2.5.4.B.1

Explain and demonstrate the use of basic offensive and defensive strategies (player positioning, faking, dodging, creating open areas and defending space).

2.5.4.B.2

Use mental strategies to enhance performance in physical activities.

2.5.4.B.3

Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

Objective/Activity	Resources	Time
Demonstrate strategies in basketball	basketball unit	140 min.
Demonstrate strategies in volleyball	volleyball unit	140 min.
Demonstrate strategies during field day activities	field day events	180 min.

### C. Sportsmanship, Rules & Safety

Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

#### 2.5.4.C.1

Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

#### 2.5.4.C.2

Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Objective/Activity	Resources	Time
Demonstrate safe appropriate behaviors while participating in and watching physical education class games and activities	sportsmanship lessons	220 min.

Standard

### 2.6 Fitness

ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Strand

#### A. Fitness & Physical Activity

Each component of fitness contributes to personal health as well as motor skill performance.

##### 2.6.4.A.1

Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

##### 2.6.4.A.2

Demonstrate moderate to vigorous activities that address each component of health-related and skill-related fitness

##### 2.6.4.A.3

Develop a health-related fitness goal and track progress using health/fitness indicators.

##### 2.6.4.A.4

Determine the extent how much different factors influence personal fitness such as heredity, training, diet, and technology.

Objective/Activity	Resources	Time
Take their own pulse before and after exercise to demonstrate the positive effects of exercise. (science)	Body Systems Activity Lab #1	140 min.
Participate in Jump Rope for Heart: develop a fitness goal and explain fitness benefit		140 min.
Participate in gymnastics activities and explain fitness benefit		70 min.
Participate in rope/wall climbing and explain fitness benefit		70 min.

**Suggested Book List/DI Resources (special education, ELL, Gifted):**

*Because of Winn-Dixie*, Kate DiCamillo  
*Bridge to Terabithia*, Katherine Paterson  
*Cages*, Peg Kehret  
*Crash*, Jerry Spinelli  
*Eagle Song*, Joseph Bruchac  
*Fourth Grade Weirdo*, Martha Freeman  
*Getting Near to Baby*, Audrey Coulombis  
*The Giver*, Lois Lowry  
*The Hundred Dresses*, Eleanor Estes  
*The In-Between Days*, Eve Bunting  
*In the Shade of the Nispero Tree*, Carmen T. Bernier-Grand  
*The Janitor's Boy*, Andrew Clements  
*Joey Pigza Swallowed the Key*, Jack Gantos  
*Julian's Glorious Summer*, Ann Cameron  
*The Lilith Summer*, Hadley Irwin  
*Otherwise Known As Sheila the Great*, Judy Blume  
*Stay Away from Simon!*, Carol Carrick  
*Staying Nine*, Pam Conrad  
*Surviving Brick Johnson*, Laurie Myers  
*Tales of a Fourth Grade Nothing*, Judy Blume