

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT

Health and Physical Education

COURSE TITLE

4th Grade Health

Board of Education

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BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

The Comprehensive Health Education program of the Robbinsville School District will incorporate the development of healthy attitudes and behaviors that will enhance the wellness, growth and development for all students. In accordance with the New Jersey Core Curriculum Content Standards, our program will create a healthful environment where there is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. We believe in striving to develop the concepts of wellness, nutrition, social-emotional development and fitness in order to provide students with the knowledge and skills needed to promote lifelong health and wellness. Our program will focus on the needs of our students to provide them with the tools, knowledge and skills to meet the challenges and demands of life.

Course Description

1. Develop self-help skills and personal hygiene skills that promote healthy habits.
2. Develop the knowledge and skills necessary to make nutritious food choices that promote healthy habits.
3. Develop knowledge about diseases and disease prevention that promotes health enhancing behaviors.
4. Identify body parts (heart, lungs,etc.) using correct terminology and explain how they are supported through regular physical activity.
5. Identify how feelings and actions can affect personal wellness.
6. Explain which foods are healthier and why they contain more nutritional value through identifying information on nutritional labels.
7. Explain how certain character traits (respect, responsibility, trustworthiness, honesty and kindness, compassion) impact the way one feels, thinks and acts towards themselves and others.
8. Identify how decisions can impact healthy relationships.

9. Identify ways to keep safe at home, school and in the community to prevent injury. (fire safety, poison safety, accident prevention, pedestrian, bicycle and traffic safety)
10. Identify the role of regular physical activity in relation to personal health.
11. Identify what medicines are and when some types of medicines are used.
12. Explain effects of tobacco use on personal hygiene, health and safety.
13. Discuss how to locate health professionals in the home, at school, and in the community and how they can help in addressing health emergencies and obtaining reliable information.

Please note: For 4th grade health, the 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 B. Sexuality) will be addressed with classroom visits by our K-4 nurses. They will discuss bodily changes and how “Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children” as well as 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.

Integration of 21st Century Themes and Skills

Educational Technology
Standards: 8.1B, 8.1C
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Strand C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p><u>Example:</u> Students will have access to pedometers (access to fitbit or other wearable activity tracker) to track walking and other movement activities. They will also use heart rate monitors (often integrated into the fitbit device). Students will be able to take their stats and add them to an online program/app that will record their progress. Students can establish goals, keep records of movement individually and collaborate with classmates.</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Strand B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p> <p><u>Example:</u> Students will be able to research a body system (ex. respiratory, cardiovascular, muscular and skeletal systems) using the internet/internet tools. Students will create a research paper, report or illustration showing the components of the system and then they will be able to share the information with their classmates.</p>

Interdisciplinary Connections

1. W.2.7, W.2.8 - Language Arts:

- The students will identify sources of health information.
- Express ideas and opinions about wellness issues.
- Explain that a person's character and values reflected in the way the person thinks, feels, and acts.
- Discuss how community helpers and healthcare workers contribute to personal and community wellness.
- Write a persuasive paragraph concerning wellness.

2. 6.2.2 D. Social Studies

Citizenship:

- Identify examples of responsible citizenship in the school setting.
- Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples
- Identify community helpers and healthcare workers.
- Research healthcare professionals.
- Discuss personal heritage and family values.

Career Ready Practices

Standards: CRP1, CRP3, CRP4, CRP8

CRP1. Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios, and participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Example: Students will be able to describe healthy ways to cope with common stressful situations from their own lives.

Students will be asked to list things that cause them stress. Situations such as; forgetting their homework, having an argument with a friend, loss of a pet, sick family member, etc. Students will then be asked to describe how they think that could help reduce the stress of these situations. Examples could be; honesty with the teacher about their homework, seeking someone who could mediate their conflict with their friend, or talking to their teacher or another trusted adult about their feelings regarding the loss of a pet or sick family member. Teachers will discuss with the students the list of stressors and the solutions listed to deal with the situations.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students will express age appropriate needs, wants, feelings, and strategies to remain safe in home or community health and safety situations. Students will be presented with a health and safety related scenario. The scenario will contain opportunities for each student to express their ability to communicate effectively in health and safety situations. They will be able to identify certain safety concerns. Explain solutions to these concerns and explain how they would communicate their feelings.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Example: Students will be asked to decide “What would you do?” when they are presented with different health and safety related situations. The teacher will guide the activity by asking students what they would do.

1. What would you do if a friend asked you to go for a bike ride?
2. What would you do if you come upon a frozen lake or river on your way home from school?
3. What would you do if you walk up to a railroad crossing and the gates are down?

4. What would you do if a friend asked you to go swimming with no lifeguards or adults around?
5. What would you do if a friends' older sibling try to give you a pill from a bottle?

After the students supply decisions for these questions they will be asked to expand on their answers regarding how a bad decision in any of these situations affects others. For example, the potential effects on their family, friends, first responders etc. should be thought about when making health related decisions.

Robbinsville Public Schools
Scope, Sequence and, Assessment

Course Name
 4th Grade Health

Unit Title	Unit Understandings and Goals	Recommended Duration	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Personal Growth & Wellness	<p>Staying healthy through lifelong fitness activities can be learned at an early age.</p> <p>Create a healthy meal through the identification and analysis of nutritional data.</p> <p>Analyzes personal fitness level by tracking fitness activity in a daily log book.</p>	4 weeks	Verbal Knowledge evaluation	<p>Participation</p> <p>Student demonstration of knowledge during lesson</p>	<p>Self assessment</p> <p>Rubric</p> <p>Teacher observation</p>
Alcohol, Tobacco & other drugs	<p>Use of drugs in unsafe ways is dangerous and harmful.</p> <p>Describe how decision-making process could be used to avoid substance use, misuse and abuse when being influenced by others.</p> <p>Identify the possible side effects that medicines could cause even when used appropriately.</p>	4 weeks	Verbal Knowledge evaluation	<p>Participation</p> <p>Student demonstration of knowledge during lesson</p>	<p>Self assessment</p> <p>Rubric</p> <p>Teacher observation</p>

Family Life	<p>Different types of relationships are experienced by adolescents and healthy characteristics influence each of these relationships.</p> <p>Compare and contrast how individuals and families attempt to address basic human needs.</p> <p>Explain why healthy relationships are fostered in some families and not in others.</p>	4 weeks	Verbal Knowledge evaluation	<p>Participation</p> <p>Student demonstration of knowledge during lesson</p>	<p>Self assessment</p> <p>Rubric</p> <p>Teacher observation</p>
Community Health Skills	<p>Family and community life affect the ways people relate to one another.</p> <p>Demonstrate effective interpersonal communication skills in response to disagreements or conflicts with others.</p> <p>Explain the importance of giving back to the community and participating in community service.</p>	4 weeks	Verbal Knowledge evaluation	<p>Participation</p> <p>Student demonstration of knowledge during lesson; formative assessment.</p>	<p>Self assessment</p> <p>Rubric</p> <p>Teacher observation</p>

Robbinsville Public Schools

Unit #1: Personal Growth/Wellness

Enduring Understandings: <ul style="list-style-type: none"> Staying healthy is a lifelong process that includes all dimensions of wellness. 	Essential Questions: <ul style="list-style-type: none"> What are the dimensions of wellness that are interrelated and impact overall personal well-being?
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.1.4.A. 1	How do the dimensions of wellness impact overall personal well-being?	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.	<p>Inquiry-based instruction</p> <p>Specific feedback</p>	pecentral.org	<p>Students name the dimensions of wellness and their definitions during class discussion</p> <p>Participation on class list</p> <p>Teacher observation</p>

					Self assessment
2.1.4.B. 1	How does choosing a balanced variety of nutritious foods contribute to your wellness?	Explain how healthy eating provides energy, helps maintain healthy weight, lowers risk of disease and keeps body systems functioning effectively.	Peer demonstration Peer feedback	pecentral.org	Participation in My Plate Shuffle activity Student participation during discussions of My Plate Shuffle Teacher observation Self assessment
2.6.4.A. 1	How do the components of fitness contribute to your personal health?	Determine the physical, social, emotional and intellectual benefits of regular physical activity.	Peer demonstration Peer feedback	pecentral.org	List of 5 fitness components, definitions and examples of activities during peer poster project Teacher observation Self assessment of participation in examples of the fitness components physical activities

Robbinsville Public Schools

Unit #2: Alcohol, Tobacco and other Drugs

Enduring Understandings: <ul style="list-style-type: none"> Medicines are used for numerous reasons and should be taken as directed in order to be safe and effective. 	Essential Questions <ul style="list-style-type: none"> What are the variety of forms of medicines?
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Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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2..3.4.A .1	What is the difference between over-the-counter and prescription medicine?	Distinguish between over-the-counter drugs and prescription medicines. Determine possible side effects of common types of medicines.	Differentiated instruction: learning stations Peer feedback	Teach-nology.com	Student's knowledge of positive side effects during class discussions Group list of over-the-counter and prescription medicines Teacher Observation
2.3.4.B. 1	What are unsafe ways of using drugs which could be dangerous and harmful?	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.	Differentiated instruction: learning stations Peer feedback	Teach-nology.com	Participation in Get Healthy Campaign Race Day Self Assessment and participation during class discussion of Race Day Activity Teacher Observation
2.2.4.B. 3	What are some health related situations which require the application of a thoughtful decision making process?	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions and behavior.	Differentiated instruction: learning stations Peer feedback	Teach-nology.com	Students know the difference between positive and negative influences during Media, Family, Peers stations Self Assessment of participation during stations Teacher Observation

Robbinsville Public Schools

Unit #3: Family Life

Enduring Understandings: <ul style="list-style-type: none"> Healthy relationships require a mutual commitment. 	Essential Questions <ul style="list-style-type: none"> How does common values, love and emotional support help foster family?
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.2.4.A .2	What are some ways of effective communication which help strengthen relationships and resolve conflict?	Demonstrate effective interpersonal communication when responding to conflicts with others.	Teacher Demonstration Cooperative learning Inquiry-based-instruction	Shapeamerica.org	Participation in Stress Balloon Baggage Teacher assessment of Stress Balloon Baggage participation
2.4.4.A .1	How does the quality of a family influence the member of the family?	Explain how families typically share common values, provide love and emotional support and set boundaries and limits.	Teacher Demonstration Cooperative learning Inquiry-based-instruction	Shapeamerica.org	Students draw a picture of their family and list common values within their families Participation Peer assessment of pictures
2.4.4.A .2	Why are healthy relationships fostered in some families and not in others?	Explain how the family unit encompasses the diversity of family forms in contemporary society.	Teacher Demonstration Cooperative learning Inquiry-based-instruction	Shapeamerica.org	Students list factors of a healthy relationship Peer assessment and comparison of healthy relationship factors

Robbinsville Public Schools

Unit #4:Community Health Skills

Enduring Understandings: <ul style="list-style-type: none"> An individual character develops over time and is impacted by personal health. 	Essential Questions: <ul style="list-style-type: none"> What are personal character traits that promote wellness and what is their importance in local and world communities?
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Duration of Unit: 4 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.2.4.C.2	How do the following factors influence character building, acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect and violence?	Explain why core ethical value (such as respect, empathy, civic mindedness, and good citizenship) are important in local and world communities.	Graphic organizers Evidence based-ask questions	classroom.kidshealth.org	List the core ethical values for school-based and community-based environments Participation in The Heart of Bullying Stations
2.2.4.D.1	How does service projects provide an opportunity to have a positive impact on the lives of yourself and others?	Explain the impact of participation in different kinds of service projects on community wellness.	Graphic organizers Evidence based-ask questions	classroom.kidshealth.org	Know the names of possible service project agencies or programs during peer work open ended question-written about a service project which fits them the best
2.1.4.E.1	What factors at home, school, and in the community impact social and emotional health?	Compare and contrast how individuals and families attempt to address basic human needs.	Graphic organizers Evidence based-ask questions	classroom.kidshealth.org	Students state the factors which impact their overall health during class discussions Participation Bring Someone Up activity

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English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site<http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>

- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>