



Comprehensive Health and Physical Education Curriculum Grade 4

**Director of Elementary
Education**
Dawn Auerbach

Principals
Necole Jadick
Roger Rogalin

Assistant Principals
Cathy Gaynor
Lydia Cooper

Committee Members:
Elementary Physical Education Teachers
Elementary School Counselors
Elementary School Nurses
Elementary Teachers

Curriculum Developed
July 2022

Approved by the Board of Education on September 2022

Wayne School District
Grade 4 Comprehensive Health and Physical Education

Content Area/ Grade Level	Grade 4 Health
Unit Plan Title	Unit 1 Emotions and Healthy Relationships
Time Frame	Marking Period 1
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
NJSLS Comprehensive Health and Physical Education Emotional Health (EH) Social and Sexual Health (SSH)	
WIDA ELD Standards Social and Instructional Language: ELD Standard 1	
Unit Summary	
<p>In this unit, students will learn about the ways that emotions affect behavior and relationships. They will learn about healthy ways to cope with situations that cause strong emotions and where to seek support. Finally, they will learn how to identify inappropriate behaviors and strategies for dealing with unhealthy relationships.</p>	
Standard Number(s)	
<u>NJSLS Comprehensive Health and Physical Education</u> Emotional Health <ul style="list-style-type: none"> 2.1.5.EH.3 Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). (T) 2.1.5.EH.4 Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. (T) Social and Sexual Health <ul style="list-style-type: none"> 2.1.5.SSH.6 Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. (C, T) 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. (C, T) 	
<u>WIDA Standards</u> <ul style="list-style-type: none"> English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting. 	
Essential Question(s)	
<ul style="list-style-type: none"> Why do we want relationships with others? How do emotions affect relationships? 	
Enduring Understandings	
<ul style="list-style-type: none"> Having and using strategies to cope with stressful situations is helpful. What I say and do can greatly affect others. 	

Student Learning Targets/Objectives (Students will know/Students will understand)	
<ul style="list-style-type: none"> • Students will identify emotions and ways that these emotions can be expressed. • Students will identify actionable strategies to navigate difficult situations including where to find support. • Students will be able to distinguish between the characteristics of close friends and those persons who are not close friends. • Students will be able to identify the three parties involved in bullying: the Bully, the Bystander(s), and the Target. 	
Assessments (Pre, Formative, Summative, Other) <i>Denote required common assessments with an *</i>	
<p>Examples may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • <i>Formative:</i> Teacher observation during the opening discussion and throughout the lesson, student/teacher conference, student demonstration during activities • <i>Summative:</i> Students' responses on exit tickets and contributions to the closing discussion • <i>Benchmark:</i> Student application of learned skills • <i>Alternative:</i> Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts 	
Teaching and Learning Activities	
<i>Activities</i>	<p>Teacher Activities</p> <ul style="list-style-type: none"> • Emotions Lesson • Identifying Behaviors Part 1 and Part 2 <p>Counselor Activities</p> <ul style="list-style-type: none"> • Friendship Lesson • Bullying Lesson
<i>Differentiation Strategies</i>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>One: One conferring with teacher</p> <p>Choice of narrative or persuasive text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiated Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p> <p>Differentiation Strategies for Students with a 504</p>

Wayne School District
Grade 4 Health Curriculum

Content Area/ Grade Level	Grade 4 Health
Unit Plan Title	Unit 2 Diseases, Mental Health, Community Resources
Time Frame	Marking Period 2
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>NJSLS Comprehensive Health and Physical Education Health Conditions, Diseases and Medicines (HCDM) Community Health Services and Support (CHSS)</p> <p>WIDA ELD Standards Social and Instructional Language: ELD Standard 1</p>	
Unit Summary	
<p>In this unit, students will learn about diseases and health conditions that have an adverse effect on the human body, including mental health. Students will also learn how to prevent the spread of diseases and conditions, and health services and resources that promote wellness. Finally, students will learn about ways that various community organizations and citizens can collaborate to address health problems stemming from global issues.</p>	
Standard Number(s)	
<p>NJSLS Comprehensive Health and Physical Education</p> <p>Health Conditions, Diseases and Medicines</p> <ul style="list-style-type: none"> ● 2.3.5.HCDM.1 Identify conditions that may keep the human body from working properly, and the ways in which the body responds. (PE) ● 2.3.5.HCDM.2 Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza). (PE) ● 2.3.5.HCDM.3 : Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias). (PE) <p>Community Health Services and Support</p> <ul style="list-style-type: none"> ● 2.1.5.CHSS.1 Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). (T, N) ● 2.1.5.CHSS.2 : Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. (T, N) <p>WIDA Standards</p> <ul style="list-style-type: none"> ● English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting. 	
Essential Question(s)	
<ul style="list-style-type: none"> ● Does the environment affect human behavior and emotions? ● What are the responsibilities of the individual/community/global community in creating a healthy environment? 	

Enduring Understandings

- Individuals can use habits and behaviors to limit the spread of germs and improve the quality of life for oneself and others.
- It is important for people to attend to both their mental and physical health.

Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will be able to discuss how the physical, mental and emotional states of a person contribute to their overall wellness.
- Students will learn how hygienic practices greatly improve overall wellness for an individual and community.
- Students will learn about the many resources available in school and the local community that can provide support.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Examples may include, but are not limited to the following:

- *Formative:* Teacher observation during the opening discussion and throughout the lesson, student/teacher conference, student demonstration during activities
- *Summative:* Students' responses on exit tickets and contributions to the closing discussion
- *Benchmark:* Student application of learned skills
- *Alternative:* Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts

Teaching and Learning Activities

Activities

PE Activities

- [Grade 4 Wellness Unit](#)

Teacher Activities

- [Effect of Climate Change on Health](#)
- [Climate, Agriculture, and the Challenges Ahead](#)
- [Climate Change](#)
- Generate a list of health services in the school and our community (including medical and mental health)
- Discuss how these health services support community members

Differentiation Strategies

Strategy and flexible groups based on formative assessment or student choice

One: One conferring with teacher

Choice of narrative or persuasive text composition

Differentiated checklists and rubrics (if appropriate)

Student selected goals for writing

Level of independence

Craft additional leads and endings for mentor texts

Consult mentor texts to support writing

ELL Supports and Extension activities are included with each lesson

[Differentiated Strategies for Special Education Students](#)

[Differentiation Strategies for Gifted and Talented Students](#)

[Differentiation Strategies for ELL Students](#)

[Differentiation Strategies for At Risk Students](#)

[Differentiation Strategies for Students with a 504](#)

Wayne School District
Grade 4 Health Curriculum

Content Area/ Grade Level	Grade 4 Health
Unit Plan Title	Unit 3 Puberty
Time Frame	May/June
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
NJSLS Comprehensive Health and Physical Education Personal Growth and Development (PGD)	
WIDA ELD Standards Social and Instructional Language: ELD Standard 1	
Unit Summary	
This unit focuses on growth and human development for children as they mature and experience puberty. Students will gain an understanding of changes typically experienced during puberty as it applies to adult maturation.	
Standard Number(s)	
<u>NJSLS Comprehensive Health and Physical Education</u> Personal Growth and Development (PGD) <ul style="list-style-type: none">● 2.1.5.PGD.2 Examine how the body changes during puberty and how these changes influence personal self-care. (N)● 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. (N)● 2.1.5.PGD.4 Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset). (N)● 2.1.5.PGD.5 Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. (N)	
<u>WIDA Standards</u> <ul style="list-style-type: none">● English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting.	
Essential Question(s) <ul style="list-style-type: none">● How can puberty impact an individual's physical and mental well-being?● What is the role of healthy relationships in a person's life?	
Enduring Understandings <ul style="list-style-type: none">● Puberty is a naturally occurring process for both genders.● Individuals mature at different rates.	

Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will learn that human bodies change and develop over time.
- Students will be able to identify typical characteristics that indicate a person is going through puberty.
- Students will discuss the physical, emotional and mental changes that occur during puberty.
- Students identify qualities of trusted adults and the role they can play in a child’s life.

Assessments (Pre, Formative, Summative, Other)*Denote required common assessments with an **

Examples may include, but are not limited to the following:

- *Formative:* Teacher observation during the opening discussion and throughout the lesson, student/teacher conference, student demonstration during activities
- *Summative:* Students’ responses on exit tickets and contributions to the closing discussion
- *Benchmark:* Student application of learned skills
- *Alternative:* Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts

Teaching and Learning Activities

<i>Activities</i>	Nurse Activities <ul style="list-style-type: none"> • Lesson: Puberty NOTE: Remember to check for any student opt outs before teaching this lesson.
<i>Differentiation Strategies</i>	Strategy and flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of narrative or persuasive text composition Differentiated checklists and rubrics (if appropriate) Student selected goals for writing Level of independence Craft additional leads and endings for mentor texts Consult mentor texts to support writing ELL Supports and Extension activities are included with each lesson Differentiated Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students Differentiation Strategies for Students with a 504

Wayne School District
Grade 4 Comprehensive Health and Physical Education

Content Area/ Grade Level	Grade 4 Physical Education
Unit Plan Title	Physical Education 3-5 (click for details)
Time Frame	Throughout the School Year
Anchor Standards/Domain	
NJSLS Comprehensive Health and Physical Education Personal Growth and Development (PGD) Movement Skills and Concepts (MSC) Physical Fitness (PF) Lifelong Fitness (LF)	
WIDA ELD Standards Social and Instructional Language: ELD Standard 1	
Unit Summary	
Students will learn the importance of living a healthy, active lifestyle. The primary goal is for students to develop an understanding of concepts and skills that promote and influence healthy behaviors. Throughout the physical education units, students will plan and implement healthy fitness habits. Emphasis will be placed on the benefits of an active body and mind and students will recognize the consequences of a sedentary lifestyle. Also included are the topics of sportsmanship, safety, and self-control.	
Standard Number(s)	
See Attached: Physical Education 3-5	
WIDA Standards	
<ul style="list-style-type: none">English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting.	
Enduring Understandings	
<ul style="list-style-type: none">Personal Growth and Development are lifelong processes.The body moves in a variety ways and movement is important.Fitness activities can be performed at many levels, which will impact how efficiently the body functions.Lifelong Fitness requires making fitness a part of a person's daily life.	