

# Unit 4 Comprehensive Health/Physical Education, Gr. 4

Content Area: **PE/Health**  
Course(s): **Sample Course**  
Time Period: **MarApr**  
Length: **Sample Length & Grade Level**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## Comprehensive Health/Physical Education, Gr. 4

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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Board Approved: October 17, 2016

## **Unit Overview**

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### **PE**

- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities which will maintain a healthy, active lifestyle.

### **Health**

People develop physically, emotionally, and intellectually at different rates.

- Even though humans change over time, the elements of successful friendship do not.

## **NJSLS**

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Please link all standards that apply in this section within the curriculum of the unit being written. Please include all Common Core and New Jersey Core Curriculum Standards.

HPE.2.1.4.E	Social and Emotional Health
HPE.2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
HPE.2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.
HPE.2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.
HPE.2.1.4.E.CS2	Stress management skills impact an individual's ability to cope with different types of emotional situations.

HPE.2.2.4	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.4.A	Interpersonal Communication
HPE.2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
HPE.2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
HPE.2.2.4.A.CS1	Effective communication may be a determining factor in the outcome of health- and safety-related situations.
HPE.2.2.4.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.4.B	Decision-Making and Goal Setting
HPE.2.2.4.B.1	Use the decision-making process when addressing health-related issues.
HPE.2.2.4.B.2	Differentiate between situations when a health-related should be made independently or with the help of others.
HPE.2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
HPE.2.2.4.B.4	Develop a personal health goal and track progress.
HPE.2.2.4.B.CS1	Many health-related situations require the application of a thoughtful decision-making process.
HPE.2.4.4	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.
HPE.2.4.4.A	Relationships
HPE.2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
HPE.2.4.4.A.CS1	The family unit encompasses the diversity of family forms in contemporary society.
HPE.2.4.4.B	Sexuality
HPE.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.
HPE.2.4.4.C	Pregnancy and Parenting
HPE.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.
HPE.2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.
HPE.2.4.4.C.CS1	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
HPE.2.4.4.C.CS2	The health of the birth mother impacts the development of the fetus.
HPE.2.5.4	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.4.A	Movement Skills and Concepts
HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

HPE.2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HPE.2.5.4.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.4.A.CS2	Ongoing feedback impacts improvement and effectiveness of movement actions.
HPE.2.5.4.B	Strategy
HPE.2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
HPE.2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
HPE.2.5.4.B.CS1	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
HPE.2.5.4.C	Sportsmanship, Rules, and Safety
HPE.2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
HPE.2.5.4.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.4	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.4.A	Fitness and Physical Activity
HPE.2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
HPE.2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
HPE.2.6.4.A.CS1	Each component of fitness contributes to personal health as well as motor skill performance.

## Exit Skills

### PE

- How to describe and demonstrate the use of offensive, defensive, and cooperative strategies.
- The roles of responsibilities of participants and observers and recommend strategies to improve behaviors, participation, and enjoyment.
- General and specific activity rules, describe how they enhance participation and safety, and follow them during activities.

### Health

The qualities of a friend.

- The changes that occur during puberty.
- Appropriate ways to show affection and caring.
- Why boundaries and limits are essential to ones wellness.

## **Enduring Understanding**

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### **PE**

- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities which will maintain a healthy, active lifestyle.

### **Health**

- People develop physically, emotionally, and intellectually at different rates.
- Even though humans change over time, the elements of successful friendship do not.

## **Essential Questions**

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### **PE**

- What effects movement?
- What movement skills do I use in activity and sport?
- Do I move the same way all the time?
- How does varying movement affect an outcome?

### **Health**

How do having healthy relationships in your life contribute to one's wellness.

- How does family influence your ability to show emotions?

## **Learning Objectives**

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### **PE**

#### ***Students will:***

- Modify and adapt movement skill in relationship of body parts (e.g., clapping over ones head), other participants (e.g., dance partners, teammates), objects, and boundaries.
- Correct movement errors in response to feedback and explain how the change improves performance.
- Apply a learned skill to another movement setting.
- Demonstrate both improved and choreographed movement sequence such as moving to poetry, or performing of folk dance or an aerobic routine.
- Discuss the importance of property body mechanics when performing movements.
- Explain the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.

- Discuss ways to refine and increase control when performing movement skills.
- Explain how movement skill can be used in another movement setting.

## **Health**

### ***Students will:***

- Explain why healthy relationships are fostered in some families and not in others.
- Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- Relate the health of the birth mother to the development of a healthy fetus.

## **Interdisciplinary Connections**

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Please list all and any cross-curricular content standards that link to this Unit.

SCI.3-4.5.3.4.D

Organisms reproduce, develop, and have predictable life cycles. Organisms contain genetic information that influences their traits, and they pass this on to their offspring during reproduction.

## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## **21st Century/Interdisciplinary Themes**

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- Civic Literacy
- Environmental Literacy

- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **21st Century Skills**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **Technology Infusion**

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What technology can be used in this unit to enhance learning?

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/!Padagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst



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As a Reminder:



The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

## **Special Education**

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **ELL**

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- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Evidence of Student Learning-CFU's**

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Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources**

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Assortment of Physical Education equipment

Teacher web-based search engines

Audio/visual equipment

<http://www.pbs.org/wgbh/rxforsurvival/>

[http://www.usaid.gov/our\\_work/global\\_health/](http://www.usaid.gov/our_work/global_health/)

<http://www.worldhealthnews.harvard.edu/>

[http://www.youtube.com/watch?v=ul5czcO\\_PVA](http://www.youtube.com/watch?v=ul5czcO_PVA)

<http://www.worldaidscampaign.org/>

<http://www.unaids.org/en/default.asp>

<http://www.who.int/en/>

<http://www.cdc.gov/>

<http://wwwnc.cdc.gov/travel/default.aspx>

<http://www.globalhealth.org/>

<http://www.gatesfoundation.org/global-health/pages/overview.aspx>

<http://www.clintonfoundation.org/>

<http://www.unicef.org/>

## **Ancillary Resources**

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Please list ALL other resources available to strengthen your lesson.

## **Sample Lesson**

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One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name:

CCSS/NJCCCS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: