

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION
CURRICULUM**

Content Area: HEALTH & PHYSICAL EDUCATION

Course Title: HEALTH & PHYSICAL EDUCATION

Grade Level: 4 2.2

Interpersonal Communication

4 Weeks

Decision and Making and Goal Setting

1 Week

Character Development

4 Week

Advocacy and Service

1 Week

Health Services and Information

1 Week

Unit Plan 6

Pacing Guide

Date Created: 07/11/2012

Board Approved on: 9/19/12

OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM
Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION		Grade: 4
Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
Strand: A. Interpersonal Communication		
Summary: Effective communication may be a determining factor in the outcome of health- and safety-related situations. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.		
College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards		
Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science		
21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture		
Learning Targets		
Content Standards		
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
Number	Common Core Standard for Mastery	
2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.	
Number	Common Core Standard for Introduction	
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.	
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> • Can you describe and demonstrate the effective use of communication skills, including refusal, negotiation and assertiveness? • How can you resolve disagreements peacefully? 		<i>Students will understand that...</i> <ul style="list-style-type: none"> • Effective communication may be a determining factor in the outcome of health- and safety-related situations. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
Unit Objectives		Unit Objectives
<i>Students will know...</i> <ul style="list-style-type: none"> • Effective communication may be a determining factor in the outcome of health- and safety-related situations. Effective communication is the basis		<i>Students will be able to...</i> <ul style="list-style-type: none"> • Demonstrate effective interpersonal communication in health- and safety-related situations. • Demonstrate effective interpersonal communication when responding to disagreements or conflicts with

for strengthening interpersonal interactions and relationships and resolving conflicts.	others.
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Evidence of Learning
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Checklist • Rubric • Verbal question and answer
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Rubric score • Verbal question and answer
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Shorter assignments when needed. • Use of concrete examples before beginning activity. • Cue student by stating name before asking a question, or speaking to them. • Use of preferential seating. • Provide opportunity for movement. • Provide student with cool off location. • Allow for additional time for written work as well as to comprehend and master skill introduced. • Assign student a peer tutor/partner learner when necessary. • Keep in mind learner’s multi sensory, visual, and auditory style. • Provide variety of size manipulatives to accommodate student needs. • Provide extra worksheets for students who exceed given assignment. • Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites. • Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.
<p>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</p> <p><i>Ready-to-Use PE Activities K-6</i> Landy & Landy <i>Physical Education Curriculum Activities Kit K-6</i> Wheeler & Spilker <i>Elementary Teacher’s Handbook of Indoor and Outdoor Games</i> Kamiya <i>Health Promotion Wave Kit</i> <i>Here’s Looking at You 2000</i></p>

William Fall – Point Pleasant Borough, Martha Groh – Ocean Township, Jeff Martin – Stafford Township, Kaitlyn Prior- Island Heights Grade School, Nina Rispoli- Island Heights Grade School, Ryan Savianeso – Stafford Township, Tracy Williams – Little Egg Harbor

Teacher Notes:

See Teacher Notes Section in Unit 1 of Standard 2.1

OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM
Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION **Grade: 4**

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

Strand: B. Decision Making and Goal Setting

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

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture

Learning Targets

Content Standards

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

Number	Common Core Standard for Mastery
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2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
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2.2.4.B.4	Develop a personal health goal and track progress.
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Number	Common Core Standard for Introduction
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2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
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2.2.4.B.4	Develop a personal health goal and track progress.
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Unit Essential Questions	Unit Enduring Understandings
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How do various outside influences effect thoughts, feelings, health decisions and behaviors?	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Many health-related situations require the application of a thoughtful decision-making process.
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Unit Objectives	Unit Objectives
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<i>Students will know...</i>	<i>Students will be able to...</i>
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<ul style="list-style-type: none"> • Many health-related situations require the application of a thoughtful decision- 	<ul style="list-style-type: none"> • Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health
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making process.	decisions, and behaviors. • Develop a personal health goal and track progress.
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Evidence of Learning

- Formative Assessments**
- Teacher observation
 - Student participation
 - Checklist
 - Rubric
 - Verbal question and answer

- Summative Assessments**
- Teacher observation
 - Student participation
 - Rubric score
 - Verbal question and answer

- Modifications (ELLs, Special Education, Gifted and Talented)**
- Follow all IEP modifications/504 plan
 - Shorter assignments when needed.
 - Use of concrete examples before beginning activity.
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Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:
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Here’s Looking at You 2000
NJ Comprehensive Health & PE Curriculum Framework
Sunburst Building Character Kit

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Teacher Notes:

See Teacher Notes Section in Unit 1 of Standard 2.1

See Summary Section in Unit 1 of Standard 2.2 for Career and College Readiness Standard

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Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION

Grade: 4

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

Strand: C. Character Development

Summary Personal core ethical values impact the behavior of oneself and others. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture

Learning Targets

Content Standards

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

Number	Common Core Standard for Mastery
2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.

Number	Common Core Standard for Introduction
2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • Explain how an individual's character develops over time and impacts personal health? • Can you list the character traits? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Personal core ethical values impact the behavior of oneself and others. • Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
Unit Objectives	Unit Objectives

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Personal core ethical values impact the behavior of oneself and others. • Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Determine how an individual's character develops over time and impacts personal health. • Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. • Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
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Evidence of Learning
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Checklist • Rubric • Verbal question and answer
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<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Shorter assignments when needed. • Use of concrete examples before beginning activity. • Cue student by stating name before asking a question, or speaking to them. • Use of preferential seating. • Provide opportunity for movement. • Provide student with cool off location. • Allow for additional time for written work as well as to comprehend and master skill introduced. • Assign student a peer tutor/partner learner when necessary. • Keep in mind learner's multi sensory, visual, and auditory style. • Provide variety of size manipulatives to accommodate student needs. • Provide extra worksheets for students who exceed given assignment. • Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites. • Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.
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Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION **Grade: 4**

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

Strand: D. Advocacy and Service

Summary:

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

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture

Learning Targets

Content Standards

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

Number	Common Core Standard for Mastery
2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can you explain the impact of participation in different kinds of service projects on community wellness? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Service projects provide an opportunity to have a positive impact on the lives of self and others.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Service projects provide an opportunity to have a positive impact on the lives of self and others. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Explain the impact of participation in different kinds of service projects on community wellness.

Evidence of Learning

Formative Assessments

- Teacher observation
- Student participation
- Checklist
- Rubric
- Verbal question and answer

Summative Assessments

- Teacher observation
- Student participation
- Rubric score
- Verbal question and answer

Modifications (ELLs, Special Education, Gifted and Talented)

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Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION

Grade: 4

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

Strand: E. Health Services and Information

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

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture

Learning Targets

Content Standards

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

Number	Common Core Standard for Mastery
2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
Number	Common Core Standard for Introduction
2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.

Unit Essential Questions

- How can health services and resources provided in the school and community assists in addressing health needs and emergencies?
- Can you suggest resources a person can use when they are experiencing a health problem?

Unit Enduring Understandings

Students will understand that...

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

Unit Objectives

Students will know...

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

Unit Objectives

Students will be able to...

- Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
- Explain when and how to seek help when experiencing a health problem.

Evidence of Learning

Formative Assessments

- Teacher observation
- Student participation
- Checklist
- Rubric
- Verbal question and answer

Summative Assessments

- Teacher observation
- Student participation
- Rubric score
- Verbal question and answer

Modifications (ELLs, Special Education, Gifted and Talented)

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