

Pine Hill Public Schools Curriculum

Content Area:		Health / PE	
Course Title/ Grade Level:		Health / PE – Grade 4	
Unit 1:	Unit 1	Month:	September
Unit 2:	Unit 2	Month:	October
Unit 3:	Unit 3	Month:	November / December
Unit 4:	Unit 4	Month:	January
Unit 5:	Unit 5	Month:	February / March
Unit 6:	Unit 6	Month:	March / April / May
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 1		Unit #: 1
Course or Grade Level: Grade 4		Length of Time: September
Essential Questions	<ul style="list-style-type: none"> • How are some rules for the gym different from classroom rules? • Why does this need to be? 	
Content	<ul style="list-style-type: none"> • Review procedures, rules expectations • Review body control and tagging safely • Large group games which review & develop listening skills, spatial awareness and cardiovascular endurance • Define Fitness • Soccer Skills/Lead up games • Initiative Games 	
Skills	<ul style="list-style-type: none"> • Name strength, endurance, speed and flexibility as components of fitness. • Name exercises, activities, sports which benefit each component. • Follows rules & procedures • Define and identify “boundaries” 	
Assessments	<ul style="list-style-type: none"> • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modeling • Peer assistance, small groups 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math 	
Lesson resources / Activities	<ul style="list-style-type: none"> • pecentral.com • welcome – parent letter • playfiteducation.com 	
2009 NJCCCS		
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand(s): A. Movement Skills and Concepts		

Content Statement(s): Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities.		CPI # / CPI(s): 2.5.4.A.1 Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings. 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.					
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.							
Strand(s): C. Sportsmanship , Rules and Safety							
Content Statement(s): Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.		CPI # / CPI(s): Explain what it means to demonstrate good sportsmanship. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.					
Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		CPI # / CPI(s): 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.					
Strand(s): A. Personal Growth and Development							
Content Statement(s): The dimensions of wellness are interrelated and impact overall personal well-being.							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 2		Unit #: 2
Course or Grade Level: Grade 4		Length of Time: October
Essential Questions	<ul style="list-style-type: none"> • What are some negative effects of drugs on the body? • What is “addiction”? • What are three functions of the skeletal & muscular systems? • What can you do now to have healthy bones when you’re older? 	
Content	<ul style="list-style-type: none"> • Red Ribbon Week Activities • Review Skeletal and Muscular systems – Interactive bulletin board • Define fitness – activities which show static/dynamic balance • Introduce & develop basketball skills • Lead up basketball games 	
Skills	<ul style="list-style-type: none"> • Define “addiction”, “peer pressure” • Name functions of skeletal and muscular systems and explain how these systems work together to cause movement. • Recommend sports and activities where protective equipment must be worn • Complete basketball circuit 	
Assessments	Teacher observation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants • Modeling 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Writing & Illustrating • Art • Drug Education 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Red Ribbon Week materials & activity book • “Better Things To Do Than Drugs” – list hobbies, interests, activities & illustrate • Nutrition – Myplate.gov 	
2009 NJCCCS		
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.		
Strand(s): B. Alcohol, Tobacco, and Other Drugs		

<p>Content Statement(s): Use of drugs in unsafe ways is dangerous and harmful.</p> <hr/> <p>Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>Strand(s): C. Character Development</p> <p>Content Statement(s): Character traits are often evident in behaviors exhibited by individuals when interacting with others.</p>	<p>CPI # / CPI(s): 2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</p> <p>2.3.4. B.2 Compare the short- and long- term effects of all types of tobacco use.</p> <p>2.3.4. B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</p> <hr/> <p>CPI # / CPI(s): 2.2.2.C.1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p>
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21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
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Unit Title: Unit 3		Unit #: 3
Course or Grade Level: Grade 4		Length of Time: November / December
Essential Questions	<ul style="list-style-type: none"> • What is the chemical (drug) that causes addiction in cigarettes? • What are some long term effects of cigarette smoking? • What does “follow through mean? • How a nutritional healthy meal is created using My Plate as a guide. 	
Content	<ul style="list-style-type: none"> • Review function & main organs in Respiratory System • Fitness Profile • Team Handball • Football Skills • Holiday themed Cooperative Games • Nutritional Meal Plan 	
Skills	<ul style="list-style-type: none"> • Names nicotine as the addictive drug in cigarettes • Names lung cancer, heart disease & emphysema as diseases which are caused by smoking • Explain food portions using My Plate guidelines. • Demonstrate movement sequences. 	
Assessments	<ul style="list-style-type: none"> • Teacher observation • Project 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer Assistance • Modeling • Small Groups 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Nutrition • Art 	
Lesson resources / Activities	<ul style="list-style-type: none"> • My Plate meal plan - myplate.gov - Nutrition Bingo – food portions and groups • Playfiteducation.com 	
2009 NJCCCS		
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(s): A. Fitness and Physical Activity		

Content Statement(s): Develop competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.				CPI # / CPI(s): 2.6 P.A.1 Develop and refine gross motor skills.			
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.				CPI # / CPI(s): 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.5.4. A.4 Correct movement errors in response to feedback and explain how the change improves performance.			
Strand(s): A. Movement Skills and Concepts Content Statement(s): Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
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Unit Title: Unit 4		Unit #: 4
Course or Grade Level: Grade 4		Length of Time: January
Essential Questions	<ul style="list-style-type: none"> • What are calories? • What are empty calories? • Where are the stomach, esophagus, and small & large intestines located and what is their function? • What is strength? • What is the muscular system? 	
Content	<ul style="list-style-type: none"> • Review Digestive System • Define strength – individual, partner and team activities which improve leg, arm, abdominal and back strength • Fitness Profile • Basic Gymnastic Skills, including rope climbing and partner skills 	
Skills	<ul style="list-style-type: none"> • Describe exercises, activities, sports which build strength in specific parts of body • Locate biceps, triceps, abdominal muscles • Complete Fitness & Skill Circuits • Demonstrate basic gymnastic skills 	
Assessments	<ul style="list-style-type: none"> • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistance • Modeling 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Science • Nutrition 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Playfiteducation.com • Circuit training • Blindfolds, Trust 	

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

Strand(s): A. Interpersonal Communication

<p>Content Statement(s): Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p> <p>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p>	<p>CPI # / CPI(s): 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety- related situations.</p> <p>2.2.4. A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>
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21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
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Unit Title: Unit 5		Unit #: 5
Course or Grade Level: Grade 4		Length of Time: February / March
Essential Questions	<ul style="list-style-type: none"> • What is endurance? • What is the function of the circulatory system? • What are 2 main organs in the circulatory system? • How can we have a positive impact on ourselves and others? • How can we work together as a team? 	
Content	<ul style="list-style-type: none"> • Review Circulatory System • Define endurance and give examples of activities which improve cardio-respiratory endurance • Jump rope challenges – single, long rope • Dental Health month – review value of healthy eating in keeping healthy teeth • Team Games: Pillow Polo, Volleyball 	
Skills	<ul style="list-style-type: none"> • Relates that heart is a muscle and how exercise can build strong hearts • Jump a rope turned by self and others • Explains benefits of fitness activities 	
Assessments	Teacher observation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants • Modeling • Small Groups 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Science • Math • Vocabulary 	
Lesson resources / Activities	American Heart Association - Jump Rope for Heart Event	
2009 NJCCCS		
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(s): A. Fitness and Physical Activity		
Content Statement(s): Each component of fitness contributes to personal health as well as motor skill		CPI # / CPI(s): 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical

performance.	activity. 2.6.4. A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
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Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand(s): D. Advocacy and Service

Content Statement(s): Service projects provide an opportunity to have a positive impact on the lives of self and others.

CPI # / CPI(s): 2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
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Unit Title: Unit 6		Unit #: 6
Course or Grade Level: Grade 4		Length of Time: March / April / May
Essential Questions	<ul style="list-style-type: none"> • What are some things that good sports say & do? • How does being a good sport contribute to learning? • How does an adolescent physically, socially, and emotionally change during puberty? 	
Content	<ul style="list-style-type: none"> • Cooperative Games • Team Games Field Day • Softball – Lead up Games • Running Relays (Track and Field) • Family Life 	
Skills	<ul style="list-style-type: none"> • Identifies healthy eating habits and daily exercise as two ways to control weight and stay physically fit. • Demonstrates cooperation and team work when participating in P.E. and recess activities. • Demonstrates appropriate ways to resolve conflicts. • Differentiate the physical, social, and emotional change that occurs during puberty. 	
Assessments	Teacher observation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants • Modeling • Small Group 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Science • Nutrition 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Field Day Event • Community & Parent involvement • Physicaleducationupdate.com – German Baseball • National Sports and Physical Fitness Month • Proctor & Gamble – health kit & DVD 	
2009 NJCCCS		
Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
Strand(s): E. Social and Emotional Health		
Content Statement(s): Stress Management skills impact an individual's ability to cope with different types of emotional situations.	CPI # / CPI(s): 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation. 2.1.4. E.4 Summarize the causes of stress and explain	

				ways to deal with stressful situations.			
<p>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.</p> <p>Strand(s): B. Sexuality</p> <p>Content Statement(s): Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</p>				<p>CPI # / CPI(s): 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.</p>			
<p>Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand(s): C. Sportsmanship, Rules, and Safety</p> <p>Content Statement(s): Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>				<p>CPI # / CPI(s): 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer.</p>			
<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Revised: March 23, 2013