

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown Upper Elementary School
Health and Physical Education**

**Health Education
*Grade 4***

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[Course Description and Fundamental Concepts](#)

The fourth grade health program is an overview of the human body systems. Information on structure and function are provided along with how to utilize this knowledge to prevent disease and maintain wellness. Personal safety is another aspect of the program along with development of self concept, coping skills, and social skills. "Gateway drugs" such as alcohol and nicotine are examined in order to provide students with information and skills before they are faced with the decision to experiment with drugs.

A health education curriculum must be planned with awareness of conditions which have relevance for "wellness." Wellness is best described as a way of life. It is a lifestyle that you, as an individual, create to achieve your highest potential for well-being. Your lifestyle consists of actions you are able to control, such as how you exercise, eat, manage stress, and perceive the environment. Achieving a high level of wellness involves continual striving for a more healthful way of living. Content and learning experiences should be selected to enable students to make intelligent and informed decisions in those areas which affect their health and well being. The curriculum is designed to give students opportunities to develop positive attitudes which will promote continuing interest to improve health and create a quality lifestyle. Attitudes are more important than mere acquisition of facts! The understanding of concepts will influence behavior whereas the acquisition of facts may not. The purpose of a comprehensive health education program from grades K-12 is to teach and reinforce the skills, attitudes, and practices necessary for a healthy lifestyle. Many concepts are interrelated. The teacher must base his/her teaching on the needs of the children, not on what he/she thinks they need to know. The instruction must determine the readiness level of each individual class. What does the child mean by the question he/she asks? The instructor should take care to validate and give importance to each child's questions and opinions.

[New Jersey Student Learning Standards \(NJSLS\)](#)

2020 Comprehensive Health and Physical Education Standards

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

(ADD ALL SUBJECT/CONTENT STANDARDS TAUGHT IN THIS COURSE)

Unit Addressed	Standard #	Standard Description
Personal Growth and Development	<i>2.1.5.PGD.1</i>	<i>Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</i>
Mental Health	<i>2.1.5.EH.1</i>	<i>Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors</i>
Mental Health	<i>2.1.5.EH.2</i>	<i>Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</i>
Mental Health	<i>2.1.5.EH.3</i>	<i>Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</i>
Social and Emotional Health	<i>2.1.5.SSH.1</i>	<i>Describe gender-role stereotypes and their potential impact on self and others.</i>
Social and Emotional Health	<i>2.1.5.SSH.3</i>	<i>Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</i>
Social and Emotional Health	<i>2.1.5.SSH.4</i>	<i>Describe how families can share common values, offer emotional support, and set boundaries and limits.</i>
Social and Emotional Health	<i>2.1.5.SSH.5</i>	<i>Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</i>
Social and Emotional Health	<i>2.1.5.SSH.6</i>	<i>Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</i>

Social and Emotional Health	2.1.5.SSH.7	<i>Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</i>
Social and Emotional Health	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).
Emotional Health	2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
Physical Fitness	2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
	2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
Physical Fitness	2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
Nutrition Unit	2.2.5.N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
Safety Unit	2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.
	2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
	2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.
Safety Unit	2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
Health Conditions, Diseases and Medicines	2.3.5.HCDM.1	Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
Alcohol, Tobacco and other Drugs	2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
	2.3.5.ATD.2	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.

Career Awareness, Exploration, Preparation, and Training (Standard 9.2)*List appropriate units below for which standards will be addressed*

By Grade 4		
Unit Addressed	Core Idea	Standard / Description
Social and Emotional Health	An individual's passions, aptitude and skills can affect his/her employment and earning potential.	<p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p>

(ADD UNIT #(s) INTO CHART)**Life Literacies and Key Skills (Standard 9.4)***List appropriate units below for which standards will be addressed*

By Grade 4		
Unit Addressed	Core Idea	Standard / Description
Safety Unit	Creativity and Innovation: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	<p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</p>
Safety Unit	Digital Citizenship: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Body Systems	Information and Media Literacy: Specific situations require the use of relevant sources of information.	<i>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</i> <i>9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).</i>
Nutrition Unit	Technology Literacy: Different digital tools have different purposes.	<i>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</i> <i>9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.</i> <i>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</i>

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Standard #	Standard Description
Medications, Drugs, and Alcohol Nutrition Body Systems Personal Growth: Hygiene	4-LS1-1.	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. <i>[Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.]</i> <i>[Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]</i>
Medications, Drugs, and Alcohol Nutrition Body Systems	4-LS 1-2.	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. <i>[Clarification Statement: Emphasis is on systems of information transfer.]</i> <i>[Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.]</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Character Education Unit: Friendship and Bullying	September (~19 days)
Safety Unit: Fire Safety, Personal (Home Alone), Wheeled Vehicles	October (~19 days)
Safety Unit: Bus/Car Safety and Bicycle Safety	November (~16 days)
Drugs Alcohol, Tobacco Unit: Good Drugs vs. Bad Drugs	December (~15 days)
Drugs Alcohol, Tobacco Unit: Alcohol, Tobacco, and Refusal Skills	January (~18 days)
Body Systems Unit: Cells, Tissues, Organs, and Systems Nervous System	February (~18 days)
Body System Unit: Skeletal System, Muscular, and Circulatory	March (~15-20 days)
Body System Unit: Digestion and Respiratory Personal Growth - Hygiene	April (~15-20 days)
Nutrition Unit	May (~18 days)
Fitness Unit	June (~15 days)

Units Scope and Sequences

Unit Name:Character Education - Friendship and Bullying

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.1.5.PGD.1 2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3 2.1.5.SSH.1 2.1.5.SSH.3 2.1.5.SSH.4
2.1.5.SSH.6 2.1.5.SSH.7 2.1.5.CHSS.3

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What are the characteristics of a good and bad friend?
- Why do we need friendships?
- What is a bully and reasons why some people bully.
- Which techniques can be used to help with dealing or prevent bullying?
- What are some ways to resolve conflicts peacefully?

Objectives

Students will be able to...

- Identify good characteristics of a friend.
- Recall the difference between being in a social group and when to be alone.
- Define and give characteristics of bullying
- Identify warning signals of bullying behavior
- Describe or demonstrate methods and strategies to overcome and prevent bullying behavior.

Unit Name: Safety Unit

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 2.1.5.PGD.1](#) [2.1.5.CHSS.1](#) [2.3.5.PS.1](#) [2.3.5.PS.3](#) [2.3.5.PS.5](#)
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standards](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- What are the consequences (especially unforeseen) of our choices in terms of wellness?
- What is the difference between healthy and unhealthy risk?
- What are the laws and rules we should follow when walking or using transportation?
- What should we do to keep ourselves safe in the kitchen, home safety, internet, and with strangers?
- Who are trusted adults that I know?
- Why is it important to act quickly and stay calm in an emergency?
- Why is it important to have a family plan and meeting place?
- What types of situations are appropriate for using first aid procedures?
- What would you do to take care of a minor cut on yourself or someone else?

Objectives

- Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community.
- Explain the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each.
 - Identify what private information is.
 - List the steps to take when a fire occurs.
 - Identify bicycle and traffic safety tips.
 - Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding, and the care of minor wounds and burns.

Unit Name: Medication, Drugs, and Alcohol

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 2.1.5.PGD.1 2.1.5.EH.1 2.3.5.ATD.1 2.3.5.ATD.2](#)
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standards](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- Distinguish between over-the counter and prescription medicines.
- Determine possible side effects of common types of medicines.
- Identify the short and long-term effect of all types of tobacco use, alcohol use and abuse.

Objectives

Students will be able to...

- Define drugs.
- Explain the difference between over-the counter drugs and prescription medicines.
- Differentiate among drug use, abuse, and misuse
- Recognize and explain how advertising, peers, and adults influence children and teenagers to Try alcohol, tobacco, and other drugs.
- Explain the difference between over-the counter drugs and prescription medicines.
- Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult.
- Identify nicotine as the stimulant drug found in tobacco and describe the physical and behavioral effects of using tobacco products.
- Recall signs that a person might have a problem with the use of alcohol, tobacco, and other drugs.
- Identify where individuals with a substance abuse problem can get help.
- Use Refusal Skills to keep yourself and others safe.

Unit Name: Body Systems

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 2.1.5.PGD.1 2.1.5.EH.1 2.3.5.HCDM.1](#)
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standards](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- How does the human body system work?
- What is the purpose of each body system?
- What are the main organs of each body system?
- What roles do body systems have in keeping us alive?

Objectives

- Students will be able to...
- Define cell division.
- Recall the purpose of each of the major systems of the body.
- Identify and label each part of the body system.
- Discuss different traits and changes: appearance, cell, tissues, nucleus and organs
- Discuss the brain/nervous systems: brain, nerves, reflex action and neurons. Give an example of a reflex action.
- Recall the digestive system: esophagus, stomach, liver, pancreas, salivary glands, small and large intestines. Show how food is processed in body
- Discuss the respiratory and circulatory system: trachea, bronchi, lungs, heart, arteries, veins, alveoli and capillaries. Show where the blood and air travel in the body.
- Identify the skeletal and muscular systems: skull, bones, joints, ligaments, tendons, spine and muscles.

Unit Name: Nutrition Unit

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 2.1.5.PGD.1](#) [2.2.5.N.1](#)
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standards](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- Why should I care about what I eat?
- Who do I choose the foods I eat?
- How can I eat healthy?
- How can I maintain my healthy weight?

Objectives

- Explain how healthy eating provides energy, healthy weight, lower disease, and keeps the body systems functioning effectively.
- Differentiate between healthy and unhealthy eating practices.
- Create a healthy meal.
- Interpret food products labels based on nutritional content

Unit Name: Fitness Unit

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 2.1.5.PGD.1](#) [2.2.5.PF.1](#) [2.2.5.PF.2](#)
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standards](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- What are factors that may influence wellness?
- Why is being physically active important?
- What skills will help me maintain personal wellness?
- How can a person reduce stress?
- How can I make good decisions concerning my health?

Objectives

Students will be able to...

- Define wellness.
- Explain why being physically active is important.
- Recall how fitness can reduce stress.
- Describe how you can work on the five kinds of fitness.
- Describe a physical fitness plan.
- Describe how to improve fitness skills.
- Explain how most disease and health conditions are preventable by fitness or diet.

Unit Name: Hygiene Unit

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 2.1.5.PGD.1](#)
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standards](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- In what ways can I take care of my body?
- Who can I turn to for advice on taking care of my body?
- How am I like and different from everyone else?
- Why do we change physically and emotionally?

Objectives

- Define hygiene.
- List at least five ways one can practice good personal hygiene skills to promote good health.
- Discuss their personal responsibility with regard to hygiene.
- Identify who they could go to for help if they have questions about personal hygiene.
- Describe each human life cycle stage and the physical, emotional, and social changes that occur at each stage
- Classify developmental activities into different life stages
- Describe various factors that affect growth
- Define heredity
- Define puberty

Please contact content supervisor for any questions.