



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Fourth

Unit I: Personal Growth/Wellness

Resource: 2014 NJSL Model Curriculum for Comprehensive Health and Physical Education

Learning Objectives

- **To identify public health strategies and determine their impact on preventing diseases and health conditions.**
- **To create a healthy meal by identifying and analyzing nutritional data.**
- **To analyze personal fitness levels to create and implement individualized wellness improvement plans.**

Duration: September/October/November

Essential Questions

- How does wellness impact personal well-being?
- What are the strategies that contribute to wellness and promote personal health?

Enduring Understandings

- The dimensions of wellness are interrelated and impact overall personal well-being.
- Choosing a balanced variety of nutritious foods contributes to wellness.
- The use of disease prevention strategies in home, school and community promotes personal health.



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NJSLS Comprehensive Health and Physical Education Standards

- **2.1.4.A.1** Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- **2.1.4.A.2** Determine the relationship of personal health practices and behaviors on an individual's body systems.
- **2.1.4.B.1** Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- **(2.1.4.B.2)** Differentiate between healthy and unhealthy eating practices.
- **(2.1.4.B.3)** Create a healthy meal based on nutritional content, value, calories, and cost.
- **(2.1.4.B.4)** Interpret food product labels based on nutritional content
- **(2.1.4.C.1)** Explain how most diseases and health conditions are preventable.
- **(2.6.6.A.1)** Analyze the social, emotional, and health benefits of selected physical experiences.
- **(2.6.6.A.4)** Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

Interdisciplinary Connections

Cooperative Fitness Activities-The physical education teacher will lead the class in an interesting cooperative game where students will work together in order to succeed.

Conflict Resolution Skit- Role-play to identify and practice effective strategies for managing stress and anger, for resolving conflicts at school and for making and keeping friendships.

Make a Personal Health Brochure- Make a brochure that shows how to take good care of your skin, teeth, gums, eyes, and ears.

You're the Chef- Plan a week's worth of healthful lunches using the Food Plate and information about food labels to help plan well-balanced meals.



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Tier 2 Vocabulary: develop, design, select, support, compare, contrast, distinguish, examine, question, differentiate, implement, interpret, sketch, classify, describe, explain, recognize, identify, define, analyze, clarify

Tier 3 Vocabulary: traits, talent, self-concept, self-respect, attitude, goal, environment, basic needs, privacy, stress, body language, self-control, cooperate, inherited traits, acquired traits, self-concept, self-respect, attitude, conflict, conflict-resolution, negotiate, compromise, disability, compassion, role-model, stress, body language, self-control, carbohydrates, fats, proteins, vitamins, minerals, digestive juices, water, fiber, MyPlate, serving, balanced diet, habit, nutritious, ingredients, food poisoning.

Core Instructional Materials/Resources/Digital Tools:

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>
- http://kidshealth.org/kid/feel_better/
- http://classroom.kidshealth.org/3to5/personal/nutrition/food_labels_handout1.pdf
- http://kidshealth.org/kid/stay_healthy/food/labels.html?tracking=K_RelatedArticle
- <http://www.choosemyplate.gov/>

21st Century Themes and Skills

(CRP Standards)

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

8.1 Educational Technology

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>



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	<p>Content Area Technology</p> <p>Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>Grade Level Bands - K-2</p> <p>Content Statements students will:</p> <p>Identify and define authentic problems and significant questions for Indicator 8.1.2.F.1</p> <p>Use geographic mapping tools to plan and solve problems.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions</p>
<p>Assessments and Performance Tasks</p>	<p>Activities:</p> <ul style="list-style-type: none">● SLO: 2 Goal: Students will identify public health strategies and the impact they have on preventing disease and health conditions.



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Assessment Activity: 1). The teacher will divide the class into 5 groups. Assign one of the following health programs to each group to research:

- A) School-based
- B) Community-based
- C) State
- D) Federal
- E) International

Assessment Activity:2). Research should include:

- A) Names of agencies and contact information (one or two)
- B) Services/programs they provide to the public
- C) What are an individual's qualifications for service?
- D) What type of professionals are the employees?
- E) Where are the facilities located?
- F) How they are funded? 3).

Have each group discuss the impact the absence of this agency might have on the health of the general public. Share findings with the class through oral presentation.



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Wrap up: Have students peruse the “Kids Health.org” site to learn at least one new fact about a health service that provides education on prevention of diseases.http://kidshealth.org/kid/feel_better/

SLO: 5 Goal: Students will create a healthy meal through the identification and analysis of nutritional data.

Assessment Activity: 1). Each student will receive a “MyPlate” placemat. Explain that the activity will be to construct a “healthy meal” targeting breakfast, lunch or dinner.

2). Each student should have reference materials (food label handout) and a computer to research the URLs provided below.

3). Supply the class with enough paper; pencils for drawing; colored pencils and markers , magazines that that contain pictures of food, scissors and glue. The students will use the materials to create their healthy meals by drawing them or creating them with pictures from the magazines.

4). As students finish their projects have them placed on a table that the teacher has “set” for a meal. (hint: a nice table cloth would “set the tone”)

5. Students will provide a description of what makes their meal “healthy”. Reference Materials
Analyzing food labels

http://classroom.kidshealth.org/3to5/personal/nutrition/food_labels_handout1.pdf

http://kidshealth.org/kid/stay_healthy/food/labels.html?tracking=K_RelatedArticle

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



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SLO: 8 Goal: Students will analyze personal fitness levels to develop and demonstrate an individualized wellness plan.

Assessment Activity: Teachers should review the following with their students before the assessment is given.

* The student's participation in a pre and post self-assessment for physical fitness.

* Know your personal scores on the various components of the PF test. * What are the standards for that particular test for their appropriate age group?

* Have you met stated standards?

1). Have each student use a print out of their physical fitness assessment results.

2). Each student will be provided paper/pencil and access to resource materials/computer.

3). Students will evaluate the results of their fitness assessment and set goals for improving and/or maintaining age-appropriate fitness levels.

4). If students feel comfortable sharing their results have them work within a small group to brainstorm activities that may improve/maintain cardiorespiratory endurance, muscular strength/endurance, and flexibility.

Wrap Up: Give students the chance to volunteer to share some "insights" on new information they may have learned through research/sharing in developing their plan. Reflection Question: Now that you have set goals and developed a fitness plan, what becomes the most important step in improving your own fitness levels?

Assessments

- Grade 4: Unit I: Personal Growth/ Wellness Rubric (See Attached)
- See SLO Goals 2,5,8 above
- Anecdotal Notes



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Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills. Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>



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Sources

2014 NJSLS for Comprehensive Health and Physical Education

www.state.nj.us/education/cccs/2014/chpe/standards.pdf

www.nj.gov/education

NJ: 2014 SLS: Technology: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Careers: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>