

Springfield Township School District
Physical Education Curriculum
Grade: Four
BOE Approval PENDING

Fourth Grade	
Unit of Study: Social and Sexual Health	Pacing: 2 Lessons
Unit Focus: <ul style="list-style-type: none">A study of a person's body in relation to self, others and their environment, and its contribution to overall wellness.	
<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</p> <p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p> <p>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p>	
<p style="text-align: center;">Interdisciplinary Connections</p> <p>ELA, Social Studies</p>	
<p><u>21st Century Skills (9.1, 9.2) & Career Education 9.3</u></p> <ul style="list-style-type: none">9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. <p><u>Technology (including 9.4 of CLKS)</u></p> <ul style="list-style-type: none">9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).	
Enduring Understandings	Essential Questions

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<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none"> • The class needs to be made aware that it is okay to openly speak about puberty, sexuality and growing up. • Children may be in a socially awkward stage throughout puberty, and will begin to develop physically. • Images in social media do not always reflect reality. • Open communication throughout the family is a strong characteristic of maintaining a healthy relationship. • To maintain healthy relationships, you must show care, consideration, and respect for self and others. • Interpersonal communication skills among family and friends is essential to mental health. 	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none"> • What changes occur socially, emotionally, and physically during puberty? • How is body image of people through social and digital media platforms sometimes distorted by what some may think it 'should be' as opposed to reality? • What are some of the emotions and feelings that people experience and how do they express them?
Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> • Physical change • Social change • Emotional change • Puberty • Self-care • Adolescence • Insecurity • Emotions • Sexual Orientation 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Describe the changes that occur during puberty for both genders. • Understanding self-care both physically and mentally • Have the ability to discuss relationships, sexuality, and puberty in a school environment as well as with family members. • Comparing and Contrasting relationship characteristics (healthy vs. unhealthy) • Recognizing different emotions and how to manage

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<ul style="list-style-type: none"> • Gender Identity • Social/Digital media • Healthy relationships • Unhealthy relationships • Trusted adult • Circle of trust 	<p>them</p>
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> • Students will work in pairs or small groups to categorize the changes of puberty into three groups (physical changes, emotional changes, and social changes). • Students will listen as the teacher explains each change of puberty the class has already categorized and what it is. • Students will break into small groups or pairs and take one of the changes of puberty and try to figure out how they would cope with the changes. Then the group will share the idea with the class. • Talk about resources that are being sent home so students can see what the websites show that make the website trusted. • Students brainstorm what relationships are and what types there are. • Students work by themselves on the healthy vs. unhealthy relationship quiz. Then, students will pair up or work in small groups to talk about the selections where they disagreed on the quiz. Then discuss answers as a class. 	<ul style="list-style-type: none"> •  Grade 4 - Making Sense of Puberty • 4th Grade Puberty Lesson Slides (used for lessons with 4th grade girls only) •  Grade 4 Figuring Out Friendships • 4th Grade BrainPop Video Transcripts

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- Students will then work as a class to come up with positive then negative influences a friend could have.
- Students will have the opportunity after the first class to write anonymous questions to be answered at a future class as long as the questions are appropriate.
- Students will talk about family relationships and how families can look different and have their own rules, points of view, and culture. Students will be asked to volunteer information about what makes their families different.
- Students will consider who in their lives are trusted adults and complete the circle of trust worksheet.

Assessment Evidence

Performance Tasks

- Scenario Role Play
- Group discussion participation
- Group assessment
- Peer assessment

Other Evidence

- Teacher Checklists
- Teacher Observation

Accommodations for Different Learners

Students with Disabilities

Gifted and Talented Students

ELL Students

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<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students 	<ul style="list-style-type: none"> • modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> • provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students provide study guides/visual supports • use of assistive technology (eg. speech to text) 	

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Fourth Grade

Unit of Study: Safety

Pacing: 3 Lessons

Unit Focus: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

New Jersey Student Learning Standards

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.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)
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.
2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

Interdisciplinary Connections

Science, ELA

21st Century Skills (9.1, 9.2) & Career Education 9.3

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

Technology (including 9.4 of CLKS)

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.)

Enduring Understandings

Essential Questions

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<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none">• Apply appropriate behaviors that are required to keep you safe while traveling in a motor vehicle or other form of transportation• Apply appropriate behaviors for potentially dangerous situations.• Bathing, showering, brushing teeth, washing hands, covering your mouth.• Non-communicable diseases include cardiovascular diseases and cancers. Some of these diseases can be prevented by proper diet and exercise. (e.g. Heart Disease)• Drugs affect hygiene, mental, physical, social, and emotional health.• Drugs are varied between illegal, prescription, and over the counter drugs.• All drugs are capable of being misused.• Media will sometimes portray drugs as being “cool” or have the people using the products enjoying themselves.• Often, children are pressured into taking drugs or trying alcohol, they should say no and report the peer pressure.• The abuse of drugs, alcohol, and tobacco are harmful to the brain and body	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none">• What are unsafe behaviors?• What makes a situation unsafe?• What does it mean to have personal boundaries and privacy?• What is the difference between a communicable and a non-communicable disease?• What are some examples of medicine, prescriptions, and over the counter drugs?• What are different ways the media influences drug, tobacco, and alcohol use?• Why are drugs and alcohol unhealthy for your body?• How does peer pressure and advertising play into drug use?
Key Terms and Vocabulary	Skills

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<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> • Communicable diseases • Infectious diseases • E-cigarettes • Vaping • Inhalants • Alcohol • Tobacco • Refusal skills 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> • How using disease prevention strategies in home, school, and community promotes personal health. • Use decision-making skills to make healthy choices. • Able to use refusal skills of drugs, alcohol, tobacco and other substances
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> • Class discussion on how we can stay safe in various places and situations • Students will work in small group to create lists for safety tips • Students will discuss how diseases can spread and come up with ways to prevent diseases from spreading • Students will create a mini poster on how to stop the spread of diseases • Students will discuss the negative effects of using drugs • Students will create a list of the health issues that come from using drugs • Students will demonstrate refusal skills in a role play scenario 	<p>(may include, but are not limited to the following)</p> <ul style="list-style-type: none"> • https://www.brainpop.com/health/personalhealth/water/safety/ • https://www.brainpop.com/health/personalhealth/bicyclesafety/ • https://www.brainpop.com/health/diseasesinjuriesandconditions/flu/ • https://www.brainpop.com/health/diseasesinjuriesandconditions/lymedisease/ • https://www.brainpop.com/health/diseasesinjuriesandconditions/viruses/ • https://www.brainpop.com/health/personalhealth/addiction/ • https://www.brainpop.com/health/personalhealth/substanceabuse/ •  4th Grade Safety Lessons

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Assessment Evidence	
Performance Tasks <ul style="list-style-type: none"> • Scenario Role Play • Group discussion participation • Group assessment • Peer assessment 	Other Evidence <ul style="list-style-type: none"> • Teacher Checklists • Teacher Observation • Creating Posters

Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students 	<ul style="list-style-type: none"> • modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> • provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests 	<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words 	

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<ul style="list-style-type: none"> • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	<ul style="list-style-type: none"> • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	
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Fourth Grade	
Unit of Study: Emotional Health	Pacing: 1 Lesson
Unit Focus: Students will demonstrate self management and coping skills positively to everyday challenges and difficult situations.	
<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p> <p>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.</p>	
Interdisciplinary Connections	

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Science, ELA

21st Century Skills (9.1, 9.2) & Career Education 9.3

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

Technology (including 9.4 of CLKS)

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.)

Enduring Understandings	Essential Questions
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none">● Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.● Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.● Emotions can affect people in different ways● There are positive and negative ways to express and deal with emotions● There are places you can go in the community to help deal with difficult situations● Setting healthy boundaries allows students to say no when they feel uncomfortable or find themselves in unsafe situations.	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none">● What are different ways to deal with or express emotions?● How can practicing coping strategies help you when it comes to everyday challenges and difficult situations?● Why do people experience emotions differently?● What are some ways you can set healthy boundaries?● Why is setting healthy boundaries important?
Key Terms and Vocabulary	Skills

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<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> • Emotions • Behaviors • Rejection • Boundaries 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Understanding their own emotions • Expressing their emotions • Coping with difficult situations • Knowing where to go for help • Setting boundaries • Identifying what to do when a boundary is crossed
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> • Class discussion on different kinds of emotions and healthy and unhealthy ways to deal with them. • Class created list of positive ways to deal with emotions. • Small group discussion on places to go for help with emotions • Large group discussion on how to set boundaries and why they are important 	<p>(may include, but are not limited to the following)</p> <ul style="list-style-type: none"> • https://www.brainpop.com/socialstudies/culture/mourning/ • https://www.brainpop.com/english/studyandreadingskills/stress/ • https://www.brainpop.com/english/studyandreadingskills/gettinghelp/ •  4th Grade Emotional Health Lesson
Assessment Evidence	
<p>Performance Tasks</p> <ul style="list-style-type: none"> • Group discussion participation • Student created lists 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Teacher Checklists • Teacher Observation

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Accommodations for Different Learners		
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