

Unit 1: 3rd Grade Health

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Students will independently use their learning to create an emotionally and healthy lifestyle. Through age appropriate activities students will grow their knowledge, in lue providing more opportunities for the building blocks of a lifetime of health and well-being. In this unit, second graders will not only develop their cognitive health and wellbeing, but their physical safety and development.

ESSENTIAL QUESTIONS

What is Tobacco?
Is Tobacco an addictive substance?
What are genders?
What does stereotyping look or sound like?
Who can I trust to help me make difficult decisions?
Should I show good sportsmanship when others are not?
What does good sportsmanship sound like?
What are coping strategies?
Who can I talk to if I am emotionally unwell?
What are the different food categories?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 3-5 - Comprehensive Health and Physical Education (2020)

HE.3-5.2.1.5.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).
HE.3-5.2.1.5.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.
HE.3-5.2.1.5.PGD.1	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).

HE.3-5.2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others.
HE.3-5.2.1.5.SSH.2	Differentiate between sexual orientation and gender identity.
HE.3-5.2.1.5.SSH.3	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).
HE.3-5.2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.
HE.3-5.2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
HE.3-5.2.2.5.N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
HE.3-5.2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost.
HE.3-5.2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
HE.3-5.2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
HE.3-5.2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
HE.3-5.2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
HE.3-5.2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
HE.3-5.2.3.5.ATD.2	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

TECH.8.2.2.B.1	Identify how technology impacts or improves life.
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PRE-ASSESSMENTS

Each lesson will begin with a peer discussion to gather an understanding of students' knowledge on each topic. The peer discussion may include vocabulary words, scripted questions, video, or diagrams. This will provide a general baseline to further develop a post assessment.

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will learn what tobacco and cigarettes are.</p> <p>Today I will learn the negative healthy complications tobacco and cigarettes cause.</p>
Student Learning Strategies	<p>Peer Discussion Teacher Lecture Teacher Developed Materials Age appropriate video(s) Self Assessment</p>
Success Criteria	<p>Students will be asked to list three negative health complications tobacco can cause.</p>
Formative Assessment (drives instructional decisions)	<p>Teacher observations will be made throughout the lesson. Students participation and responses will aid assessment growth.</p> <p>Encourage questions to promote learning for those less likely to ask questions.</p>
Activities and Resources	<p>Group discussion of pre-existing knowledge of tobacco or cigarettes. Powerpoint Tobacco pledge card</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will learn what genders are.</p> <p>Today I will learn what stereotyping is.</p> <p>Today I will learn the importance of gathering all factors before making any assumptions toward genders.</p>
Student Learning Strategies	<p>Peer Discussion Teacher Lecture Teacher Developed Materials Age appropriate video(s) Self Assessment</p>
Success Criteria	<p>Students will be asked to verbalize why gender-stereotyping may cause emotional distress to someone.</p>
Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.</p>
Activities and Resources	<p>Group discussion on pre-existing knowledge of genders and stereotypes</p>

	<p>-Genderstereotype worksheet</p> <p>-Peer discussion on ways to avoid gender stereotyping</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will learn who I can trust when making important decisions.</p> <p>Today I will learn the "traffic light system" when making decisions on a daily basis.</p>
Student Learning Strategies	<p>Peer Discussion</p> <p>Teacher Lecture</p> <p>Teacher Developed Materials</p> <p>Age appropriate video(s)</p> <p>Self Assessment</p>
Success Criteria	<p>Students will be asked to list and describe the three aspects of the "traffic light" method.</p>
Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.</p>
Activities and Resources	<p>Group discussion on pre-existing knowledge of reliable people to</p>

	<p>talk to</p> <p>"Traffic Light" decision making video</p> <p>Peer discussion on the harm impulsive decisions can create.</p>
Suggested Modifications	Click for Suggested Modifications

[Decision_Making_Video_3rd_Grade.docx](#)

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will learn why good sportsmanship is crucial to the enjoyment of sports and activities.</p> <p>Today I will learn strategies to show good sportsmanship.</p>
Student Learning Strategies	<p>Peer Discussion</p> <p>Teacher Lecture</p> <p>Teacher Developed Materials</p> <p>Age appropriate video(s)</p> <p>Self Assessment</p>
Success Criteria	<p>Students will have to write five examples of good sportsmen like verbiage.</p>
Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom</p>

	discussion, activities, and related worksheets.
Activities and Resources	Student role play of appropriate and inappropriate sportsmanship "Sportsmanship Strategy" worksheet. Sportsmanship PDF
Suggested Modifications	Click for Suggested Modifications

[sportsmanship_handout1.pdf](#)

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	Today I will learn the five different food categories Today I will discuss the direct effects each food category has on the human body.
Student Learning Strategies	Peer Discussion Teacher Lecture Teacher Developed Materials Age appropriate video(s) Self Assessment
Success Criteria	Students will be asked to name the five nutritional categories.
Formative Assessment (drives instructional	The teacher will observe students throughout the

decisions)	lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	Group discussion on pre-existing knowledge the nutritional categories Nutrition PDF "Connect the Dots" nutritional category worksheet
Suggested Modifications	Click for Suggested Modifications

[TheImportanceofNutritionPhysicalActivitRevised-1.pdf](#)

MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	Today I will learn coping strategies for all different types of emotions. Today I will learn who I can talk to when my emotions are or aren't in a positive state.
Student Learning Strategies	Peer Discussion Teacher Lecture Teacher Developed Materials Age appropriate video(s) Self Assessment
Success Criteria	Students will be asked to list coping strategies.

Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.</p>
Activities and Resources	<p>Group discussion on pre-existing knowledge of proper people to talk to about your emotions</p> <p>Peer discussion of coping strategy personal preferences</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

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| LA.RL.1.1 | Ask and answer questions about key details in a text. |
| LA.SL.1.1 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| LA.SL.1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |