

02_Unit 2: Social Health

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Full Year**
Length: **On-going**
Status: **Published**

General Overview, Course Description or Course Philosophy

Health 3

Health will provide students with the physical and health literacy that enables them to pursue a life of wellness. The knowledge and skills gained throughout the course will help them to pursue healthy habits and productive lives at home, school and throughout their community. During the third grade curriculum the students will focus on "Personal Growth and Development", "Social Health", "Community Health Services and Support", and "Nutrition".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Unit Summary:

Social Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences. (i.e. individual's race, religion, ethnicity, disability, socioeconomic background). The extent to which people connect with others in different environments, adapt to various social situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social health.

Essential Question(s):

- How can people encourage dignity (respecting oneself) and respect for all people?

Enduring Understanding(s):

- All individuals should feel welcome and included.
- Family members impact the development of their children physically, socially, and emotionally.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.

CONTENT AREA STANDARDS

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.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
HE.3-5.2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
HE.3-5.2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- A community is a place where people live, work, and play.
- Dignity is pride or self-respect.
- Respect is when honor or esteem is expressed.
- One way to promote dignity and respect for all people is be a good citizen.
- A good citizen is respectful of other people's ideas and opinions.

- You are part of a family.

- Families have different members, live in different homes, like different activities.

- Families may share common values, offer emotional support, and set boundaries and limits.

- A value is the worth, importance, or usefulness of something.
- Examples of family core values are: togetherness, selflessness, honesty, or fitness.
- These family core values often help or impact us when it comes to decision making, emotional ties and our behavior.
- Respect for both oneself and others is a key characteristic of healthy relationships.
- One example of an unhealthy relationships is when one partner tries to exert control and power over the other.
- Unhealthy relationships may include teasing, harassment and bullying.
- Bullying is unwanted, aggressive behavior that involves a power imbalance. This power imbalance may be real or perceived.
- Bullying that is harmful includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.
- Teasing is intended to provoke or make fun of someone in a playful way.
- Sometimes teasing becomes harmful. For example, it is harmful to tease if the intention is to be hurtful.
- Harassment is to annoy persistently or repeatedly.
- An example of harmful harassment is when one repeatedly calls you names.

Procedural Knowledge

Students will be able to:

- Define community.
- Define dignity, respect, and values.
- Demonstrate ways to promote dignity and respect for all people.
- Describe how families can share common values, offer emotional support, and set boundaries and limits.
- Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
- Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- Define teasing, harassment and bullying.
- Provide examples of teasing, harassment, and bullying that are harmful to others.

EVIDENCE OF LEARNING

Formative Assessments

For this unit, formative assessments can/will include:

- observation
- one-on-one
- questioning
- graphic organizers/worksheet
- anecdotal notes

Summative Assessments

For this unit, summative assessments can/will include:

- graphic organizers/worksheet
- homework
- tests/quizzes
- culminating alternative activity

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

TCI: Social Studies Alive! My Community

TCI: Social Studies Alive! My School and My Family

<https://youth.gov/>

<https://www.stopbullying.gov/>

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, reading and comprehension

Technology/Multi-Media - Audio/visual media analysis

Math - proportions

Visual and Performing Arts - debate

Social Studies - Community and Civics

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.