

Grade 3

Adopted 2011

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1-E-1. Explain relationships among physical, emotional and social health. 1-E-1

1. Define physical, emotional and social health. 1-E-1.1
 2. Describe the influence of the components of health on each other. 1-E-1.2
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1-E-2. Discuss the relationship between healthy behaviors and personal health. 1-E-2

1. Identify personal health behaviors (e.g., good nutrition, brushing teeth, washing hands, exercise). 1-E-2.1
 2. Explain how personal health behaviors affect individual well being. 1-E-2.2
 3. Identify serving sizes and their relationship to healthy eating. 1-E-2.3
 4. Describe the connection between food consumption and energy expenditure. 1-E-2.4
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1-E-3. Describe ways to prevent common childhood injuries and health problems. 1-E-3

1. List ways to prevent injuries at home, school, and in the community. 1-E-3.1
 2. Identify methods of personal hygiene to prevent common health problems (e.g., washing hands, covering mouth when coughing). 1-E-3.2
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1-E-4. Describe ways in which a safe and healthy school and community environment can promote personal health. 1-E-4

1. Identify safe pedestrian behaviors and how they promote health. 1-E-4.1
 2. List school safety rules (e.g., playground, halls, lunch room, etc.) and how they promote health. 1-E-4.2
 3. Describe public transportation safety rules (e.g., seatbelts, child car seats, road signs and how they promote health). 1-E-4.3
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1-E-5. Identify when it is important to seek health care. 1-E-5

1. Recognize when and how to seek help from a trusted adult. 1-E-5.1
 2. Demonstrate the ability to access important phone numbers to get help in emergencies. 1-E-5.2
 3. Illustrate through role play the ability to seek help when sick or hurt. 1-E-5.3
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Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2-E-1. Identify the influence of culture on health practices and behaviors. 2-E-1

1. List different cultural traditions in the community. 2-E-1.1
 2. Identify cultural influences on nutrition and physical activity. 2-E-1.2
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2-E-2. Describe how the family influences personal health practices and behaviors. 2-E-2

1. Identify healthy and unhealthy practices and behaviors in families (e.g., tobacco use, alcohol use, overeating). 2-E-2.1
 2. Discuss the ability to make healthy choices based on personal preferences. 2-E-2.2
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2-E-3. Identify how peers can influence healthy and unhealthy behaviors. 2-E-3

1. Define peer pressure. 2-E-3.1
 2. Describe how peers can influence one's health choices (e.g., food, tobacco, alcohol, drugs). 2-E-3.2
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2-E-4. Describe how the school and community can support personal health practices and behaviors. 2-E-4

1. Identify school and community support staff (e.g., school nurse, counselor, social worker, nutritionist). 2-E-4.1
 2. Explain the role of school and community support staff. 2-E-4.2
 3. Identify health care facilities in the community and their functions. 2-E-4.3
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2-E-5. Explain how media influence thoughts, feeling, and health behaviors. 2-E-5

1. List different media types (e.g., TV, newspaper, billboards). 2-E-5.1
 2. Discuss how and why media attempt to influence personal thoughts, feelings, and health choices. 2-E-5.2
 3. Identify strategies to make positive health choices despite the influence of media. 2-E-5.3
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2-E-6. Discuss ways that technology can influence personal health. 2-E-6

1. Identify different types of technology (e.g., TV, computer, video games). 2-E-6.1
 2. Discuss how these technology sources positively and negatively impact personal health. 2-E-6.2
 3. List ways to make positive health choices when using technology. 2-E-6.3
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Students will demonstrate the ability to access valid information, products and services to enhance health.

3-E-1. Identify characteristics of valid health information, products, and services. 3-E-1

1. Recognize what makes something valid and invalid as it relates to health. 3-E-1.1
2. Identify health websites. 3-E-1.2

3-E-2. Locate resources from home, school, and community that provide valid health information. 3-E-2

1. Examine sources of valid health information from the home, such as parents. 3-E-2.1
 2. Examine health information that can be obtained from school personnel (e.g., school nurse, teacher). 3-E-2.2
 3. Research sources of valid health information from the community (e.g., library, family health care provider). 3-E-2.3
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Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4-E-1. Compare effective verbal and non-verbal communication skills to enhance health. 4-E-1

1. Identify verbal and non-verbal communication skills that enhance health. 4-E-1.1
 2. Demonstrate how verbal and non-verbal communication skills are used to enhance health. 4-E-1.2
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4-E-2. Demonstrate refusal skills to avoid or reduce health risks. 4-E-2

1. Identify examples of dangerous or risky behaviors that might lead to injuries. 4-E-2.1
 2. Create a list of risky health behaviors. 4-E-2.2
 3. Identify ways to say "no" to risky health behaviors. 4-E-2.3
 4. Apply refusal skills to given situations through activities such as role play. 4-E-2.4
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4-E-3. Adopt non-violent strategies to manage or resolve conflict. 4-E-3

1. Discuss different kinds of conflict. 4-E-3.1
 2. List violent and non-violent responses to conflict. 4-E-3.2
 3. Explain benefits of using non-violence to resolve conflicts. 4-E-3.3
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4-E-4. Demonstrate how to ask for assistance to enhance personal health. 4-E-4

1. List ways to ask for help in uncomfortable situations. 4-E-4.1
 2. Identify adults in the school and community who can provide personal health guidance. 4-E-4.2
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Students will demonstrate the ability to use decision-making skills to enhance health.

5-E-1. Illustrate the outcomes of a health-related decision. 5-E-1

1. Identify health-related situations that require a thoughtful decision. 5-E-1.1
 2. Recognize when assistance is needed when making health-related decisions. 5-E-1.2
 3. List options in dealing with health-related issues or problems. 5-E-1.3
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Students will demonstrate the ability to use goal setting skills to enhance health.

6-E-1. Establish personal health goals and track progress towards achievement. 6-E-1

1. Create a personal goal to improve a personal health practice (e.g., exercise daily, eat fruits/veggies daily). 6-E-1.1
 2. Examine the steps completed in reaching a personal health goal (journal listing of steps over time). 6-E-1.2
 3. Report to the class a personal health goal and progress toward achieving that goal. 6-E-1.3
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Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7-E-1. Examine personal health behaviors. 7-E-1

1. List actions or habits that are healthy. 7-E-1.1
 2. List actions or habits that are harmful or unhealthy. 7-E-1.2
 3. Demonstrate ways to avoid engaging in risky behaviors associated with childhood injuries and health problems. 7-E-1.3
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7-E-2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. 7-E-2

1. Describe how a healthy behavior can be maintained. 7-E-2.1
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7-E-3. Demonstrate a variety of behaviors that avoid or reduce health risks. 7-E-3

1. Describe how an unhealthy behavior could be avoided or eliminated. 7-E-3.1
 2. Practice and log the selection of healthful foods and being physically active. 7-E-3.2
 3. Demonstrate how to prepare a meal or snack using sanitary food preparation. 7-E-3.3
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Students will demonstrate the ability to advocate for personal, family and community health.

8-E-1. Encourage others to make positive health choices. 8-E-1

1. Demonstrate being a role-model who practices healthy behaviors. 8-E-1.1
2. Explain the importance of practicing positive health behaviors with your peers. 8-E-1.2