Missouri Health

Grade 3

Adopted 2007

Functions and Interrelationships of Systems

1. **Structure and Functions of the Body**
   - A. Sensory System
     - a. Classify the five sense organs and their parts (e.g., iris, ear canal, olfactory bulb, taste buds, nasal cavity) and explain how the five senses are used in personal and social environment (e.g., gathering information, making observations, drawing conclusions).
     - b. Name the major parts, functions and disorders of the sensory organs (e.g., near-sightedness, far-sightedness, hearing loss).
   - B. Muscular System
     - a. Recognize the major muscles of the muscular system (e.g., deltoid, tricep, abdominal, quadricep).
   - C. Skeletal System
     - a. Categorize and label different bones by body parts (e.g., leg-tibia, arms-humerus, head-skull, torso-spine.
   - D. Integumentary System (skin)
     - a. Identify the major components and functions of the integumentary system (i.e., skin, hair, nails).
   - E. Cardio-respiratory/Circulatory System
     - a. Identify the cause and effect of lifestyles choices (e.g., activity, diet, tobacco use) on the cardio-respiratory system (e.g., healthy heart vs. unhealthy heart, blocked blood vessels, lung capacity).
     - a. Identify the cause and effect of an active vs. inactive lifestyle on the cardio-respiratory system (e.g., healthy vs. unhealthy heart and lungs).
   - F. Respiratory System
     - a. Identify common problems, symptoms, and treatment of breathing disorders (e.g., asthma, bronchitis).
     - b. Identify the cause and effect of lifestyle choices on the respiratory system (e.g., inactivity, tobacco).
   - G. Nervous System
     - a. Identify the major components and functions of the nervous system (i.e., brain, spinal cord, nerves).

Skip to main content

H. Digestive System

a. Identify the major components (e.g., mouth, esophagus, stomach, small intestine, large intestine) and functions of the digestive system.

2. Social, Emotional and Mental Health

B. Responsibilities in Society

a. Analyze the duties and responsibilities needed to be a contributing member of a social community (e.g., school, church, neighborhood, Girl/Boy Scouts, service).

C. Communication Skills

a. Evaluate the importance of effective listening skills in building and maintaining relationships.

Health Maintenance and Enhancement

1. Personal and Family Health

A. Personal Health

a. Describe how personal health is enhanced by behaviors (include care of skin, teeth, gums, hair, eyes, nose, ears, nails).

B. Preventive Care

a. Summarize how preventive health care enhances one's health (e.g., immunizations, regular health and dental care).

C. Growth and Development

a. Sequence the stages of the human life cycle (e.g., infant, toddler, preschool, school-age).

D. Health and Skill Related Fitness

a. Identify components of health related fitness.

2. Nutrition

A. Essential Nutrients and Food Groupings

a. Identify the six essential nutrients and their functions (carbohydrates, protein, fats, vitamins, minerals, water).

B. Balance, Variety and Moderation

a. Compare and contrast the relationship between body image and personal health (e.g., self-esteem, disease prevention).

C. Food Labels

a. Explain the importance of nutrition facts on food labels in making healthy selections (e.g., serving size, calories, nutrients, ingredients).

E. Food Energy and Physical Activity

a. Recognize that essential nutrients provide different amounts of energy (e.g., carbohydrates, protein, fats).

Skip to main content

4. **Life Management Skills**
    A. Decision Making and Problem Solving
        a. Identify the five steps of the decision making process: 1. What is the problem? 2. What are my choices? 3. What are the pros and cons of each choice? 4. How important are the consequences of each choice? 5. Which is the best choice?.
    B. Refusal/Assertive Skills and Conflict Resolution
        a. Define refusal skills (strategies that help you say no) and assertive skills (skills that allow you to behave with confidence).
    D. Stress Management and Coping Skills
        a. Describe healthy activities and coping strategies to deal with uncomfortable feelings and emotions(e.g., ask a trusted adult, make a plan of action, exercise, speak up).
        b. Differentiate positive and negative stress and how they can affect a person.
    E. Harassment/Bullying and Violence Prevention
        a. Define bullying and harassment and list acts of each (e.g., excluding from group, teasing, inflicting physical harm).
        b. Define violence and identify the causes (e.g., anger, prejudice, child abuse, socio-economic status).

Risk Assessment and Reduction

1. **Disease Prevention and Control**
    A. Communicable vs. Non-Communicable Diseases
        a. Classify communicable and non-communicable diseases into the appropriate category.
    B. Body Defenses and Recovery
        a. Identify the body's basic lines of defense (e.g., skin, hair in nasal passages, white blood cells).
    C. Types of Pathogens and Transmission
        a. Define pathogen and identify three major types (i.e., bacteria, virus, fungi).
    E. HIV/AIDS Prevention Education
        a. Define HIV/AIDS and recognize that HIV is transmitted through blood and other bodily fluids.
2. **Injury Prevention and Safety**
    A. Safety for Home, School, and Communities
        a. Construct a plan of what to do when home alone (e.g., emergency phone list, not answering door, not using stove).
    B. First Aid Procedures
        a. Create a plan that recognizes an emergency or non-emergency situation and how to respond (should I call 911?).

Skip to main content

D. Water-Related Emergencies

a. Apply safe practices and procedures in and around water.

---

3. Substance Education

B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances

a. Recognize the role of medication in treating an illness.

C. Substance Use vs. Non-Use

a. Describe how TAOD affects the way a person thinks, feels, and acts.

b. Recognize the factors (e.g., media, peers, self-concept) that influence decisions to use or abuse substances.

c. Identify healthy alternatives instead of using or abusing substances (e.g., clubs, physical activity, sports).

---

4. Environmental Health

A. Effects of Pollution on Health

a. Recognize different types of pollution and how they affect one's health (noise, water, air, land).

B. Individual Responsibility

a. Describe what an individual can do to help preserve the environment and promote environmental health (e.g., recycle, reduce, reuse).

b. Recognize that there are laws and regulations designed to promote and protect community and environmental health (e.g., littering, illegal dumping, noise ordinances).