North Dakota Health

Grade 3

Adopted 2008

Standard 1: Growth and Development

1: Students understand the fundamental concepts of growth and development.

Human Growth and Development

1. Identify the stages of the life cycle (i.e., birth, infancy, childhood, adolescence, adulthood, late adulthood, death) 3.1.1
2. Identify examples of intellectual, emotional, social, and spiritual health during childhood (e.g., friendships, expression of feelings) 3.1.2

Body Systems

3. Identify basic human body systems and their functions (i.e., skeletal: gives body support and shape; muscular: helps body move; circulatory: moves blood throughout the body; respiratory: helps the body use the air we breathe; digestive: helps the body use food to make energy; nervous: controls all body actions) 3.1.3
4. Describe the effects of healthy and unhealthy foods on the body (e.g., healthy foods provide nutrients for growth and development; unhealthy foods contribute to a lack of energy and obesity) 3.1.4

Standard 2: Personal Health

2: Students understand concepts related to the promotion of health and the prevention of disease.

Personal Health

1. Describe how personal health behaviors (e.g., grooming habits, wellness exams, proper nutrition, health fitness) affect individual well being 3.2.1
2. Explain how the family, school, and community influence personal health (e.g., family promotes personal health, school educates the youth, community provides resources) 3.2.2
3. Describe factors related to intellectual, emotional, social, and physical health (e.g., having trusted person to talk to, being physically active every day) 3.2.3

Disease and Illness

4. Identify the differences between communicable and non-communicable illnesses and diseases (e.g., communicable: cold, flu, strep throat; non-communicable: asthma, allergies, cancer) 3.2.4

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Safety and Injury Prevention

5. Describe the characteristics of threatening situations (e.g., bullying, harassment, internet sites) 3.2.5
6. Explain personal safety procedures and use of equipment (e.g., life jackets, emergency exit routes, seatbelts) 3.2.6

Standard 3: External Health Factors

3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

External Influences on Health

1. Identify different types of healthful community activities (e.g., hobbies, clubs, reading, physical activities, volunteering) 3.3.1
2. Explain the effects that peer pressure has on personal health (e.g., refusal skills) 3.3.2
3. Describe non-violent strategies to deal with conflicts and disputes (e.g., talking out the issue, controlling emotions, seeking a mediator) 3.3.3

Health and the Environment

4. Explain how people use natural resources (e.g., air, water, land) 3.3.4
5. Explain how pollution can affect the body (e.g., respiratory diseases, water borne diseases, chemical runoff) 3.3.5

Standard 4: Communication Skills

4: Students demonstrate the ability to use communication skills to enhance health.

Interpersonal Communication

1. Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust) 3.4.1

Conflict Resolution

2. Explain when to communicate with responsible adults about health and safety decisions (e.g., stranger danger, good touch, bad touch, internet) 3.4.2

Standard 5: Decision Making and Goal Setting

5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

Goal Setting

1. Describe how to use goal setting to enhance personal health (e.g., increasing activity, making healthy food choices, improving endurance, flexibility, and strength) 3.5.1

Standard 6: Consumer Health

6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.

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Access and Use of Health Information, Products, and Services

1. Explain how to use resources from home, school, and community that provide valid health information (e.g., making an appointment with the school counselor, providing pertinent information to health care workers) 3.6.1
2. Identify ways to manage money in health-related decisions (e.g., fruit/candy, water/soda, roller blades/motorized scooter) 3.6.2

Standard 7: Health Advocacy

7: Students demonstrate the ability to advocate for personal, family, and community health.

Advocating for Health

1. Identify ways to promote good health (e.g., positive role model, having a positive attitude about health) 3.7.1