Oregon Health

Grade 3

Wellness and Health Promotion WHP	1	**Discuss what it means to be healthy, considering five dimensions of health (physical, social, emotional, mental, and environmental).** 3.WHP.1
	2	**Describe the basic function of the immune system.** 3.WHP.2
	3	**Explain the benefits of personal health care practices.** 3.WHP.3
	4	**Describe specific things to do to take care of one's teeth, including daily brushing and flossing teeth.** 3.WHP.4
	5	**Discuss reasons to go to a healthcare provider for physical and mental health concerns.** 3.WHP.5
	6	**Identify ways in which media, social media, and technology influence self-perception, feelings, decisions, and behaviors** 3.WHP.6
	7	**Recognize the connection between environmental health, including the effects of climate change, and personal health.** 3.WHP.7
Safety and First Aid SFA	1	**Identify how concussions can be prevented, recognized, and treated.** 3.SFA.1
	2	**Practice how to assess and choose safe options when experiencing unsafe situations.** 3.SFA.2
	3	**Recognize that infections, including Hepatitis B and C and HIV/AIDS, can be transmitted through blood and other body fluids.** 3.SFA.3
	4	**Describe how to identify and respond to emergency situations.** 3.SFA.4
	5	**Describe safety procedures for responding to natural disasters.** 3.SFA.5
Substance Use, Misuse, and Abuse SUB	1	**Identify that substances are chemicals that can change how the mind and body function and can cause addiction.** 3.SUB.1
	2	**Identify how alcohol, marijuana/cannabis, tobacco, and other substances can be harmful to minds, bodies, and brains.** 3.SUB.2
	3	**Discuss how to recognize social pressures, peer influences, and internal feelings and emotions around substance use.** 3.SUB.3

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	4	**Describe how and where to access help from trusted adults if substances are being misused or abused.** 3.SUB.4
Food, Nutrition, and Physical Activity FNP	1	**Identify methods for reducing food waste.** 3.FNP.1
	2	**Recognize that food contains essential nutrients that benefit different systems in our bodies.** 3.FNP.2
	3	**Explain how to create a balanced daily food plan for individual needs and health considerations.** 3.FNP.3
	4	**Understand the basic function of the cardiovascular system.** 3.FNP.4
	5	**Describe a decision making process about what foods and beverages to consume and ways to be physically active.** 3.FNP.5
	6	**Describe foods using the senses.** 3.FNP.6
	7	**Explain what food-borne illnesses are and how to prevent them.** 3.FNP.7
Social, Emotional, and Mental Health SEM	1	**TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.** 3.SEM.1
	2	**TSEL Practices 2B Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.** 3.SEM.2
	3	**Identify the impacts of stress on mental health.** 3.SEM.3
	4	**Recognize how emotions can impact eating patterns and that people can get help if necessary.** 3.SEM.4
	5	**Explain the importance of talking with trusted adults about feelings.** 3.SEM.5
	6	**Identify personal or community activities that are meaningful or enjoyable.** 3.SEM.6
Healthy Relationships and Violence/Abuse Prevention HRVP	1	**TSEL Practice 3B Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.** 3.HRVP.1
	2	**Describe characteristics of a healthy and safe relationship.** 3.HRVP.2
	3	**Discuss the importance of using affirming language around protected classes of people including people of all genders, race and ethnicities, sexual orientations, and abilities.** 3.HRVP.3

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	4 **Demonstrate effective ways to verbally and nonverbally communicate personal boundaries and show respect for the boundaries of others.** 3.HRVP.4
	5 **Identify trusted support people and helpers to talk to about uncomfortable situations or when a boundary has been crossed.** 3.HRVP.5
Growth and Development GD	1 **Discuss attributes and characteristics that make every person unique and valued, including physical diversity and neurodiversity.** 3.GD.1
	2 **Identify the medically accurate names for body parts, including external and internal sexual and reproductive anatomy.** 3.GD.2
	3 **Recognize that puberty is a time of physical, emotional, and social changes that is a part of human development.** 3.GD.3
	4 **Recognize that menstrual pads and tampons are medical products some people use to take care of their bodies.** 3.GD.4
	5 **Recognize that there are different kinds of families that have unique characteristics and identities.** 3.GD.5
Sexual and Reproductive Health SRH	1 **Explain that many people enjoy consensual affection and physical closeness throughout their lives and every individual gets to decide what they are comfortable with.** 3.SRH.1