

# By the end of Grade 3

Adopted 2002

## Concepts of Health

### A. Stages of Growth and Development

- A. Identify and describe the stages of growth and development.
    - infancy
    - childhood
    - adolescence
    - adulthood
    - late adulthood
- 10.1.3.A

### B. Interaction of Body Systems

- B. Identify and know the location and function of the major body organs and systems.
    - circulatory
    - respiratory
    - muscular
    - skeletal
    - digestive
- 10.1.3.B

### C. Nutrition

- C. Explain the role of the food guide pyramid in helping people eat a healthy diet.
    - food groups
    - number of servings
    - variety of food
    - nutrients
- 10.1.3.C

### D. Alcohol, Tobacco and Chemical Substances

- D. Know age appropriate drug information.
    - definition of drugs
    - effects of drugs
    - proper use of medicine
    - healthy/unhealthy risk-taking (e.g. inhalant use, smoking)
    - skills to avoid drugs
- 10.1.3.D

### E. Health Problems and Disease Prevention

- E. Identify types and causes of common health problems of children.
    - infectious diseases (e.g., colds, flu, chickenpox)
    - noninfectious diseases (e.g. asthma, hay fever, allergies, lyme disease)
    - germs
    - pathogens
    - heredity
- 10.1.3.E

## Healthful Living

### A. Health Practices, Products and Services

- A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease. 10.2.3.A

### B. Health Information and Consumer Choices

- B. Identify health-related information.
    - signs and symbols
    - terminology
    - products and services
- 10.2.3.B

### C. Health Information and the Media

- C. Identify media sources that influence health and safety. 10.2.3.C

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**D. Decision-making Skills**

D. Identify the steps in a decision-making process. 10.2.3.D

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**E. Health and the Environment**

E. Identify environmental factors that affect health.<ul><li>pollution (e.g., air, water, noise, soil)</li><li>waste disposal</li><li>temperature extremes</li><li>insects/animals</li></ul> 10.2.3.E

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**Safety and Injury Prevention****A. Safe/Unsafe Practices**

A. Recognize safe/unsafe practices in the home, school and community.<ul><li>general (e.g., fire, electrical, animals)</li><li> modes of transportation(e.g., pedestrian, bicycle, vehicular)</li><li>outdoor (e.g., play, weather, water)</li><li>safe around people (e.g., safe/unsafe touch, abuse, stranger, bully)</li></ul> 10.3.3.A

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**B. Emergency Responses/Injury Management**

B. Recognize emergency situations and explain appropriate responses.<ul><li>importance of remaining calm</li><li>how to call for help</li><li>simple assistance procedures </li><li>how to protect self</li></ul> 10.3.3.B

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**C. Strategies to Avoid/Manage Conflict**

C. Recognize conflict situations and identify strategies to avoid or resolve.<ul><li>walk away</li><li>I-statements</li><li>refusal skills</li><li>adult intervention</li></ul> 10.3.3.C

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**D. Safe Practices in Physical Activity**

D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down). 10.3.3.D

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**Physical Activity****A. Physical Activities That Promote Health and Fitness**

A. Identify and engage in physical activities that promote physical fitness and health. 10.4.3.A

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**B. Effects of Regular Participation**

B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities. 10.4.3.B

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**C. Responses of the Body Systems to Physical Activity**

C. Know and recognize changes in body responses during moderate to vigorous physical activity.<ul><li>heart rate</li><li>breathing rate</li></ul> 10.4.3.C

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**D. Physical Activity Preferences**

D. Identify likes and dislikes related to participation in physical activities. 10.4.3.D

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### **E. Physical Activity and Motor Skill Improvement**

- E. Identify reasons why regular participation in physical activities improves motor skills. 10.4.3.E

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### **F. Physical Activity and Group Interaction**

- F. Recognize positive and negative interactions of small group activities.
  - roles (e.g., leader, follower)
  - cooperation/sharing
  - on task participation 10.4.3.F

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## **Concepts, Principles and Strategies of Movement**

### **A. Movement Skills and Concepts**

- A. Recognize and use basic movement skills and concepts.
  - locomotor movements (e.g., run, leap, hop)
  - non-locomotor movements (e.g., bend, stretch, twist)
  - manipulative movements (e.g., throw, catch, kick)
  - relationships (e.g., over, under, beside)
  - combination movements (e.g., locomotor, non-locomotor, manipulative)
  - space awareness (e.g., self-space, levels, pathways, directions)
  - effort (e.g., speed, force) 10.5.3.A

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### **B. Motor Skill Development**

- B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.
  - form
  - developmental differences
  - critical elements
  - feedback 10.5.3.B

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### **C. Practice Strategies**

- C. Know the function of practice. 10.5.3.C

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### **D. Principles of Exercise/Training**

- D. Identify and use principles of exercise to improve movement and fitness activities.
  - frequency/how often to exercise
  - intensity/how hard to exercise
  - time/how long to exercise
  - type/what kind of exercise 10.5.3.D

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### **E. Scientific Principles That Affect Movement**

- E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary.
  - gravity
  - force production/absorption
  - balance
  - rotation 10.5.3.E

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### **F. Game Strategies**

- F. Recognize and describe game strategies using appropriate vocabulary.
  - faking/dodging
  - passing/receiving
  - move MOVING to be open
  - defending space
  - following rules of play 10.5.3.F