South Carolina Health and Safety Education

Grade 3

Adopted 2017

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

1. **Identify the basic parts of the respiratory system (e.g., lungs, bronchioles, diaphragm).** D-3.1.1
2. **Discuss ways that alcohol, tobacco, and other drugs (ATOD) can harm an individual's physical, mental, and social health.** D-3.1.2
3. **Define over-the-counter (OTC) and prescription drugs.** D-3.1.3
4. **Explain the difference between the use, misuse, and abuse of drugs.** D-3.1.4
5. **Define the term refusal skills.** D-3.1.5

1. **Identify physical signs of growth and change that occur during childhood.** G-3.1.1
2. **Identify the four stages of the life cycle (e.g., infancy, childhood, adolescence, adulthood).** G-3.1.2
3. **Identify major parts of the muscular system (e.g., heart, biceps, triceps, quadriceps).** G-3.1.3
4. **Identify the major parts of the digestive system (e.g., esophagus, intestine, mouth, stomach).** G-3.1.4

1. **Identify ways to prevent poisoning.** I-3.1.1
2. **Describe the characteristics of violent and unsafe behaviors.** I-3.1.2

1. **Identify examples of mental, emotional, social, and physical health.** M-3.1.1
2. **Define the term peer pressure.** M-3.1.2
3. **Identify healthy ways to communicate (e.g., verbal, nonverbal, written).** M-3.1.3
4. **Explain grief and discuss ways to deal with loss.** M-3.1.4

1. **Define the six essential nutrients and calories.** N-3.1.1

Use the current federal Dietary Guidelines for Americans to identify the number of servings from each food group that children need daily. N-3.1.2

Skip to main content

	3. **Categorize food choices by food group.** N-3.1.3
	4. **Identify ways to handle and store foods safely.** N-3.1.4
	5. **Explain ways to be physically active daily and limit screen time.** N-3.1.5
	6. **Explain health-related fitness and skill-related fitness.** N-3.1.6
	1. **Define the term wellness.** P-3.1.1
	2. **Examine types of chronic and communicable diseases.** P-3.1.2
	3. **Discuss wellness practices that keep the body healthy.** P-3.1.3
	4. **Describe ways in which a safe and healthy school and community environment can promote personal health.** P-3.1.4
Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	1. **Explain how family, peers, and the media can influence an individual's ATOD use.** D-3.2.1
	1. **Examine media messages that are related to violence and risk behaviors.** I-3.2.1
	2. **Explain how peers can influence the way an individual handles conflict.** I-3.2.2
	1. **Identify sources that both positively and negatively influence an individual's mental, emotional, and social health behaviors.** M-3.2.1
	2. **Identify ways that the media influences an individual's self-concept and health behaviors.** M-3.2.2
	1. **Identify the various strategies used by the media to influence food choices and physical activity.** N-3.2.1
	1. **Discuss ways that media messages influence personal health.** P-3.2.1
	2. **Discuss ways that the environment influences personal and community health.** P-3.2.2
Students will demonstrate the ability to access valid information, products, and services to enhance health.	1. **Identify school and community resources as well as services that contribute to a safe and healthy environment.** I-3.3.1
	1. **Identify places to access accurate information on healthy eating and physical activity.** N-3.3.1
	2. **Describe the nutrition information that is found on food labels.** N-3.3.2
	1. **Use technology to find reliable health information.** P-3.3.1

Skip to main content

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	1. **Demonstrate nonviolent strategies to manage or resolve conflicts.** I-3.4.1
	2. **Define consent (e.g., by sharing a personal object; by engaging in personal contact such as a hug or a handshake).** I-3.4.2
	1. **Identify appropriate verbal and nonverbal communication to enhance healthy behaviors.** M-3.4.1
	2. **Practice ways to ask for assistance in harmful situations or relationships.** M-3.4.2
	3. **Identify appropriate electronic communication to enhance health.** M-3.4.3
Students will demonstrate the ability to use decision-making skills to enhance health.	1. **Identify steps to take when making a decision about a safety issue.** I-3.5.1
	1. **Identify recommended serving size from each food group that children need daily.** N-3.5.1
	1. **Demonstrate the ability to apply a decision-making process regarding a personal or community health issue.** P-3.5.1
Students will demonstrate the ability to use goal-setting skills to enhance health.	1. **Develop plans for dealing with emergencies that could result in injuries in the home, school, or community.** I-3.6.1
	1. **Create a goal to eat a healthy breakfast daily.** N-3.6.1
	2. **Develop a goal to choose healthy foods and beverages, reduce screen time, and be physically active.** N-3.6.2
	1. **Set a goal to brush teeth for at least two minutes before school and before bedtime.** P-3.6.1
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	1. **Demonstrate behaviors that promote healthy growth and development.** G-3.7.1
	1. **Explain safety rules at home, school and the community (e.g., identify dangers associated with hot objects; identify locations and function of working smoke alarms; plan an escape route for family members in case of fire; never open the door to a stranger while at home; never touch an unknown substance; follow directions of a safe adult during a storm; dial 911 for assistance in an emergency).** I-3.7.1
	2. **Identify safety rules at school and the community (e.g., do not fight on the school bus; tell a safe adult if a peer brings a gun or weapon to school or when someone is being bullied; do not throw rocks on the playground; never tell a stranger on the Internet a personal detail like a school name or home address).** I-3.7.2
	3. **Describe safety rules in various environmental situations (avoid listening to loud music when walking down the street; tell a safe adult if a person tries to hurt someone, hurt you, makes you feel unsafe, or threatens you; do not approach an unknown animal; learn to swim).** I-3.7.3

Skip to main content

	4. **Demonstrate appropriate responses to emergency situations, including basic first aid.** I-3.7.4
	5. **Define cyberbullying.** I-3.7.5
	6. **Describe ways to deal with bullying, cyberbullying, and violence.** I-3.7.6
	1. **Demonstrate behaviors that promote healthy relationships with families and peers.** M-3.7.1
	2. **Demonstrate coping strategies for dealing with changes within the family.** M-3.7.2
	1. **Demonstrate ways to keep the eyes, ears, hair, teeth, and body healthy.** P-3.7.1
Students will demonstrate the ability to advocate for personal, family, and community health.	1. **Explain to family members and peers the harmful effects of ATOD use.** D-3.8.1
	1. **Explain to family members and peers the characteristics of an active bystander.** M-3.8.1
	1. **Explain to others why healthy eating and physical activity are important.** N-3.8.1
	1. **Discuss ways to help others be healthy.** P-3.8.1
	2. **Describe ways to promote personal, school, community, and environmental health.** P-3.8.2