

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](#)

2. 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](#)

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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](#)
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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](#)
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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](#)
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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](#)

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- 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
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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