Texas Health Education

Grade 3

Adopted 2020

The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name, locate, and describe the primary functions and major components of body systems, including the skeletal, muscular, circulatory, and respiratory systems. 3.1	**1. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name, locate, and describe the primary functions and major components of body systems, including the skeletal, muscular, circulatory, and respiratory systems.** 3.1
The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to: 3.2	**A. explain the importance of seeking assistance in making decisions about health;** 3.2.A **B. describe methods of accessing information about health;** 3.2.B **C. identify the benefits of decision making about personal health;** 3.2.C **D. identify the importance of taking personal responsibility for developing and maintaining personal hygiene and health habits;** 3.2.D **E. explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;** 3.2.E **F. identify that there are diseases such as allergies, asthma, diabetes, and epilepsy that are not caused by germs; and** 3.2.F **G. identify common vectors, including ticks and mosquitos, and explain how and when to perform a self-check for vectors.** 3.2.G
The student identifies and applies strategies to develop socio-emotional he an rel Skip to main content	**A. communicate needs, wants, and emotions in healthy ways;** 3.3.A **B. describe strategies for assessing thoughts and applying calming and self-management practices;** 3.3.B

student is expected to: 3.3	C. discuss and explain how the brain develops through maturation; 3.3.C
	D. distinguish between healthy and harmful influences of friends and others; 3.3.D
	E. describe the characteristics of healthy and unhealthy friendships; 3.3.E
	F. describe the value of respectful communication; 3.3.F
	G. discuss how others may experience situations differently than oneself; and 3.3.G
	H. demonstrate strategies for resolving conflicts. 3.3.H
The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to: 3.4	A. define self-esteem and ways it is formed; and 3.4.A
	B. describe the importance of seeking guidance from a parent or trusted adult in setting goals. 3.4.B
The student will develop and use appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to: 3.5	A. describe methods for managing challenges related to long-term health conditions; 3.5.A
	B. describe strategies to support others in managing different learning needs; 3.5.B
	C. describe positive outcomes of stress, including creativity, focus, energy, drive, and purpose; 3.5.C
	D. describe and practice healthy behaviors that reduce stress; and 3.5.D
	E. describe the importance of acceptance of oneself and others. 3.5.E
The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to: 3.6	A. classify foods by the nutrients they provide; 3.6.A
	B. plan a balanced meal that follows government nutrition guidelines; 3.6.B
	C. examine nutrition labels to identify the difference between foods containing natural sugars and foods with added sugars or sweeteners; and 3.6.C
	D. identify and categorize foods based on saturated and unsaturated fat content. 3.6.D
The student obtains, processes, and un ph nutrition information	7. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to describe the importance of accessing health information through a variety of credible health resources. 3.7

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needed to make health-promoting decisions. The student is expected to describe the importance of accessing health information through a variety of credible health resources. 3.7	
The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to: 3.8	A. identify the common food allergens listed on food packaging; and 3.8.A B. describe how healthy and unhealthy behaviors affect body systems and demonstrate refusal skills in dealing with unhealthy eating situations. 3.8.B
The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to develop a home-safety and emergency response plan such as a fire safety plan. 3.9	9. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to develop a home-safety and emergency response plan such as a fire safety plan. 3.9
The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected. 3.10	10. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected. 3.10
The student understands that individual actions and aw saf	A. identify reasons for avoiding violence, gangs, weapons, and drugs; 3.11.A B. identify characteristics of safe home, school, and community environments; and 3.11.B

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environment. The student is expected to: 3.11	C. discuss the hazards of unsupervised and improper handling of guns and other weapons. 3.11.C
The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to: 3.12	A. identify and discuss the need for safety awareness in a digital or online environment; 3.12.A B. identify appropriate ways to communicate in digital and online environments; 3.12.B C. discuss who is appropriate to communicate with and what is appropriate information to share in digital and online environments; 3.12.C D. describe the importance of taking personal responsibility in digital and online environments; and 3.12.D E. explain consequences that result from cyberbullying and inappropriate digital and online usage. 3.12.E
The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to: 3.13	A. describe how to effectively respond to bullying and cyberbullying of oneself or others; 3.13.A B. explain the importance of seeking assistance in making decisions about personal safety; and 3.13.B C. identify examples of abuse and neglect and describe how to respond. 3.13.C
The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to: 3.14	A. identify misuse and proper use of over-the-counter and prescription drugs; and 3.14.A B. describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances, including inhalants, vaping products, and household products, on physical health. 3.14.B
The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other su... is e... th...	15. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health. 3.15

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alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health. 3.15	
The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help. 3.16	16. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help. 3.16
The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to: 3.17	A. describe how friends can influence a person's decision to use or not use alcohol or drugs; and 3.17.A B. describe the difference between reporting and tattling and why it is important to report the use of alcohol, tobacco, and other drugs by friends or peers. 3.17.B
The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to demonstrate refusal skills related to alcohol, tobacco, and other drugs using assertive communication. 3.18	18. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to demonstrate refusal skills related to alcohol, tobacco, and other drugs using assertive communication. 3.18