

Grade Three

Students in grade three learn how health habits impact growth and development. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal decisions (responsible decision making) and the impact of personal decisions on oneself and others (self-awareness and social awareness).

Essential Health Concepts

3.1 The student will explain that health habits and practices impact personal growth and development.

Body Systems

a) Identify the major structures and functions of the digestive system.

Nutrition

b) Explain the importance of water and healthy food choices for digestion and body function.

c) Identify whole grain and refined grain food items.

d) Identify foods that most often cause a food allergy.

Physical Health

e) Describe the benefits of getting enough sleep and the consequences of the use of electronic devices (i.e., screen time) on sleep.

Disease Prevention/Health Promotion

f) Identify the steps for goal setting to adopt positive health practices.

g) Define non-communicable and describe the difference between communicable and non-communicable diseases.

Substance Abuse Prevention

h) Describe proper and improper use of prescription (e.g., taking medication prescribed for someone else) and nonprescription medications.

i) Identify body systems affected by the use of alcohol, tobacco, nicotine products (e.g., electronic smoking devices), inhalants, and other drugs.

Safety/Injury Prevention

j) Explain safety rules at home and when riding in a motor vehicle.

k) Explain the need for personal safety strategies when interacting with others online.

l) Identify different safety drills that are important for home and school.

Mental Wellness/Social and Emotional Skills

m) Describe feelings/emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers, and losing a loved one.

n) Describe the benefits of friendship and list the qualities of a good friend.

o) Define conflict and identify possible situations where conflict can occur with family and friends.

Violence Prevention

p) Describe what bullying is and how to identify it.

q) Explain the benefits of positive communication on relationships with family and friends.

Community/Environmental Health

- r) Explain what happens with waste and recycled materials.

Healthy Decisions

- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.

Body Systems

- a) Describe how the body uses digested food molecules.

Nutrition

- b) Describe why digestion is important for body function.
- c) Explain the difference between a whole grain and a refined grain and the nutritional benefits of eating whole grains.
- d) Explain your school's food policy as it relates to food allergens (e.g., peanut-free classrooms, cafeteria options for children with food allergies).

Physical Health

- e) Evaluate how sleep, physical activity, screen time, and healthy food and beverage choices affect one's personal health.

Disease Prevention/Health Promotion

- f) List the benefits of goal setting for personal health.
- g) Analyze the importance of prevention and early detection of communicable and non-communicable diseases.

Substance Abuse Prevention

- h) Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.
- i) Analyze the harmful short- and long-term effects of alcohol, tobacco, nicotine products, common household inhalants, and other drugs on body systems.

Safety/Injury Prevention

- j) Explain the importance of following safety rules at home and when riding in a motor vehicle.
- k) Identify situations when adult assistance may be needed with online interactions.
- l) Demonstrate proper behavior during safety drills at school.

Mental Wellness/Social and Emotional Skills

- m) Explain how to identify, express, and respond to emotions in a healthy way.
- n) Describe how to make and keep a friend and behaviors that may cause the friendship to end (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).
- o) Describe how to make healthy decisions when dealing with conflict, including when help from an adult is needed.

Violence Prevention

- p) Identify ways to safely stand up to bullying and how to get help.
- q) Describe how to communicate directly, respectfully, and assertively with family and friends.

Community/Environmental Health

- r) Analyze how reducing, reusing, and recycling products promotes a healthier environment.

Advocacy and Health Promotion

3.3 The student will promote health and safety at school and at home.

Body Systems

a) Evaluate the role of the digestive system in providing energy for the body.

Nutrition

b) Identify healthy food and beverage choices to support digestion and body function.

c) Explore how grains are grown and the careers related to it (e.g., agriculture, farming, food science, environmental science).

d) List alternatives (e.g., stickers, pencils, games) for school celebrations that are safe for someone with a food allergy.

Physical Health

e) Set a goal for a positive health practice and monitor progress.

Disease Prevention/Health Promotion

f) Identify areas for improving personal health.

g) Identify healthcare professionals who can help prevent and detect health concerns.

Substance Abuse Prevention

h) Create a health message about the proper use of prescription and nonprescription medications.

i) Encourage others to use refusal skills to avoid alcohol, tobacco, nicotine products, inhalants, other drugs, and unknown substances.

Safety/Injury Prevention

j) Discuss and develop a family safety plan to prevent injuries at home and when riding in a motor vehicle.

k) Create strategies for personal safety when online.

l) Practice disaster-preparedness procedures at home and at school.

Mental Wellness/Social and Emotional Skills

m) Design and demonstrate effective strategies for expressing and managing emotions, which may include physical activity, talking about feelings, reading, or creative expressions such as writing, art, music, and dance.

n) Demonstrate behaviors to make and keep friends (e.g., effective communication skills; awareness of the attitudes, feelings, and opinions of others; appropriate language and behavior; sharing; reciprocal helping behavior).

o) Demonstrate healthy ways to resolve conflict, including determining when adult help is needed.

Violence Prevention

p) Describe how to report bullying and how to advocate for oneself and for others who are bullied.

q) Demonstrate positive ways to communicate with family and friends.

Community/Environmental Health

r) Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.