

### Third grade Health Standards

|  | <b>Standard 1</b><br>Essential Concepts  | <b>Standard 2</b><br>Analyzing Influences  | <b>Standard 3</b><br>Accessing Valid Information  | <b>Standard 4</b><br>Interpersonal Communication   | <b>Standard 5</b><br>Decision Making   | <b>Standard 6</b><br>Goal Setting  | <b>Standard 7</b><br>Practicing Health Enhancing Behaviors   | <b>Standard 8</b><br>Health Promotion  | Instructional Resources |
|--|--|--|---|--|--|--|--|--|-------------------------|
| <b>Growth and Development</b><br>(2 hours)               | <p>G1. Describe the cycle of birth, growth, aging, and death in living things.</p> <p>G2. Recognize that there are individual differences in growth and development.</p> <p>G3. Identify major internal and external body parts and their functions.</p>   | G4. Explain how individual behaviors, family, and school influence growth and development.   | G5. Identify parents, guardians, and/or trusted adults with whom one can discuss the cycle of birth, growth, aging, and death in living things. | <p>G6. Demonstrate how to communicate with parents, guardians, and/or trusted adults about growth and development.</p> <p>G7. Identify how to show respect for individual differences.</p> | G8. Examine why a variety of behaviors promote healthy growth and development.   |  | G9. Determine behaviors that promote healthy growth and development.                                     | G10. Encourage peers to show respect for others regardless of differences in growth and development.   | Health Textbook         |
| <b>Mental, Emotional, and Social Health</b><br>(3 hours) | <p>M1. Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).</p> <p>M2. Describe the importance of assuming responsibility within the family and community.</p> <p>M3. Explain the benefits of positive relationships with family and friends.</p> <p>M4. Discuss the importance of setting and ways to set personal boundaries for privacy, safety, and expression of emotions.</p> | M5. Describe internal and external factors that affect friendships and family relationships. | M6. Access trusted adults at home, school, and in the community who can help with mental, emotional, and social health concerns.                | M7. Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.  | <p>M8. Describe effective strategies to cope with changes within the family.</p> <p>M9. Evaluate situations in which a trusted adult should be asked for help.</p> | M10. Make a plan to help at home and show responsibility as a family member. | M11. Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in self and others. | <p>M12. Promote a positive and respectful school environment.</p> <p>M13. Object appropriately to teasing of peers and family based on personal characteristics.</p> <p>M14. Demonstrate the ability to support and respect people with differences.</p> | Health Textbook         |

|   | <b>Standard 1</b><br>Essential Concepts   | <b>Standard 2</b><br>Analyzing Influences  | <b>Standard 3</b><br>Accessing Valid Information  | <b>Standard 4</b><br>Interpersonal Communication                       | <b>Standard 5</b><br>Decision Making   | <b>Standard 6</b><br>Goal Setting                                | <b>Standard 7</b><br>Practicing Health Enhancing Behaviors   | <b>Standard 8</b><br>Health Promotion  | Instructional Resources |
|---|---|--|---|--|--|--|--|--|-------------------------|
| <b>Personal and Community Health</b><br>(3 hours) | <p>P1. Examine the difference between communicable and noncommunicable diseases.</p> <p>P2. Describe how bacteria and viruses affect the body.</p> <p>P3. Identify positive health practices that reduce illness and disease.</p> <p>P4. Identify life-threatening conditions (e.g., heart attack, asthma attack, poisoning).</p> <p>P5. Describe how a healthy environment is essential to personal and community health.</p> <p>P6. Discuss how reducing, recycling, and reusing products make for a healthier environment.</p> | <p>P7. Identify how culture, family, friends, and media influence positive health practices.</p> | <p>P8. Recognize individuals who can assist with health-related issues and/or potentially life-threatening health conditions (e.g., asthma episode or seizure).</p> <p>P9. Describe how to access help when feeling threatened.</p> | <p>P10. Demonstrate refusal skills to avoid the spread of disease.</p> | <p>P11. Use a decision-making process to reduce risk of communicable disease or illness.</p> | <p>P12. Set a short-term goal for positive health practices.</p> | <p>P13. Evaluate ways to prevent the transmission of communicable diseases.</p> <p>P14. Demonstrate ways to reduce, recycle and reuse at home, school, and in the community.</p> | <p>P15. Support others in making positive health choices.</p> <p>P16. Encourage others to promote a healthy environment.</p> | Health Textbook         |