

Health Curriculum - Grade 3

High Priority Standards

National Health Standard 2: (Analyzing Influences)

Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Goal

The student will be able to 'begin to identify a variety of influences across multiple contexts and provide explanations for the ways they affect their choices and behaviors'. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing healthy social behaviors such as respect for others, cooperation, consideration, and establishing boundaries.
- identifying how external influencers impact an individual's health practices and growth and development.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- influencers, personal boundaries, media, social behavior, respect.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- explain how individual behaviors and one's family and school influence growth and development.

Mental, Emotional, and Social Health

- describe examples of healthy social behaviors (helping others, being respectful of others, cooperation, consideration).
- discuss the importance of setting personal boundaries for privacy, safety and expression of emotions.

Personal and Community Health

- identify how culture, family, friends and media influence positive health practices.

People

- *Who* - Who are the people (e.g., family, peers) who influence my behaviors and actions?

Health Curriculum - Grade 3

- *How* - How do these people influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence.

Other Factors (e.g., Culture, Media, Technology)

- *What* - What are the factors that influence my behaviors and actions?
- *How* - How do these factors influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence? (Benes & Alperin, 2016, pg.89)

Health Curriculum - Grade 3

High Priority Standards

National Health Standard 3: (Accessing Information)

Student will demonstrate the ability to access valid information, and products, and service to enhance health.

Learning Goal

The student will be able to 'understand what it means for a source to be valid and reliable'. (Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- consistently identifying trusted adults for different health related issues.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- trusted adult, nurse, teacher, counselor, principal, parents/guardians.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- identify parents, guardians, and trusted adults with whom one can discuss the cycle of birth, growing, aging and death in living things.

Mental, Emotional, and Social Health

- access trusted adults at home, at school, and in the community who can help with mental, emotional, and social health concerns.

Personal and Community Health

- recognize individuals who can assist with health-related issues and potentially life-threatening health conditions.
- describe how to access help when feeling threatened.

RACE

- Is it **R**eliable?
- Is it **A**ccurate?
- Is it **C**urrent?
- Is it **E**asy to use and access? (Benes & Alperin, 2016, pg. 68)

Health Curriculum - Grade 3

High Priority Standards

National Health Standard 4 : (Interpersonal Communications)

Student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Goal

The student will be able to 'increase the complexity of self-expression; introducing non-verbal communication, refusal, negotiation, and conflict resolution'. (Benes & Alperin, 2016, pg. 104)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating the ability to effectively communicate with parents and trusted adults.
- understanding that sharing personal property can spread germs and illnesses.
- treating all people with respect regardless of differences.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- respect, communicable diseases, personal boundaries, non-verbal communication.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- demonstrate how to communicate with parents, guardians, and trusted adults about growth and development.
- identify how to show respect for individual differences.

Mental, Emotional, and Social Health

- demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

Personal and Community Health

- demonstrate refusal skills to avoid the spread of disease.
 - use effective verbal communication;

I TELL YA

Identify feelings (thoughts, ideas)

Tell feelings (thoughts, ideas)

Health Curriculum - Grade 3

Express using I-statements

Look at the person you are talking to

Listen to the response

Your body language is appropriate

Assertive communication style

- use effective nonverbal communication;

FACE

Facial expressions and body language

Attentive

Comfortable and confident

Eyes on speaker

- use effective refusal;

I SAY NO

I-statement

State a reason

Assertive

You are in control

No statement that is clear

Options (e.g., you can leave, get help)

- use effective conflict resolution;

I'M MAD

I-statements

Manage stress

Mutual conversation

Focus on **Action**, not person ("I'm not mad at *you*, I'm mad at what you *did*.")

Discuss feelings and negotiate a solution together (Benes & Alperin, 2016, pg. 104)

Health Curriculum - Grade 3

High Priority Standards

National Health Standard 5: (Decision Making)

Student will demonstrate the ability to use decision-making skills to enhance health.

Learning Goal

The student will be able to be 'introduced to the steps of thoughtful decision making'.
(Benes & Alperin, 2016, pg. 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- utilizing strategies to manage situations with bullying, teasing, and harassment.
- communicating emotions appropriately to cope with family changes.
- demonstrating behaviors that promote healthy growth and development.
- indicating how to avoid spreading illnesses.
- demonstrating when to ask a trusted adult for help.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- bullying, teasing, harassment, diseases, illnesses, family dynamic.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- examine why a variety of behaviors promote healthy growth and development.

Mental, Emotional, and Social Health

- describe effective strategies to cope with changes within the family.
- evaluate situations in which a trusted adult should be asked for help.
- recognize teasing, harassment, bullying.

Personal and Community Health

- use a decision-making process to reduce the risk of communicable disease or illness.

Health Curriculum - Grade 3

DECIDE

- **Determine the decision** - what is it? Does it require thought? Do I need help?
- **Examine options**
- **Consider consequences**
- **Identify values and possible influences** that may affect the decision
- **Decide on the healthiest option and act on the decision**
- **Evaluate the outcome** (Benes & Alperin, 2016, pg. 119)

Health Curriculum - Grade 3

High Priority Standards

National Health Standard 6: (Goal Setting)

Student will demonstrate the ability to use goal-setting skills to enhance health.

Learning Goal

The student will be able to 'set a quality goal, track progress, and get help'. (Benes & Alperin, 2016, pg. 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating ability to set a family oriented goal at home and a personal health goal.
- developing a plan to meet the goals.
- tracking progress toward the goals.
- successfully implementing the plan to meet the goals.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- goals, family, home, health practices, responsibility.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Mental, Emotional, and Social Health

- make a plan to help at home and show responsibility as a family member.

Personal and Community Health

- set a short-term goal for positive health practices.

SET GOALS

- **S**et a goal based on the results of a needs assessment.
- **E**xplain why it is important.
- **T**ell someone you trust and ask for help.

Health Curriculum - Grade 3

- **Get a plan.**
- **One step at a time.**
- **Act on the goal.**
- **Learn from the goal.**
- **Start again.**
 - Steps- What steps need to be taken to reach goal?
 - Track- How are you going to track progress?
 - Help- Does this goal require help?
 - Who- Who can help? (Benes & Alperin, 2016, pg 135)

Health Curriculum - Grade 3

High Priority Standards

National Health Standard 7: (Self-Management)

Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Goal

The student will be able to increase understanding of the concepts of 'personal responsibility and the amount of healthy behaviors students are engaging in'. (Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating how to deal with negative emotions in a positive manner.
- demonstrating techniques to avoid transmission of illnesses.
- identifying healthy habits and incorporating them into their daily routine.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- emotions, communicable diseases, prevention, coping strategies.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Mental, Emotional, and Social Health

- evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.

Personal and Community Health

- evaluate ways to prevent the transmission of communicable diseases.
- list ways to stay healthy and act on those behaviors.

"I AM ME and I am healthy" could be a slogan for the unit. I AM ME reinforces the skill cues and *I am healthy* reinforces the goal of the unit.

I AM ME

- Identify health behaviors that keep you healthy.
- Act on health behaviors.

Health Curriculum - Grade 3

- **Monitor** the impact of the health behaviors.
- **Make** a list of what *you* can do to keep yourself healthy.
- **Explain** the importance of taking responsibility for your health. (Benes & Alperin, 2016, pg. 153)

Health Curriculum - Grade 3

High Priority Standards

National Health Standard 8: (Advocacy)

Student will demonstrate the ability to advocate for personal, family and community health.

Learning Goal

The student will be able to 'develop informed opinions about health issues and encourage others'. (Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating positive and respectful behavior that promotes an enriched school environment.
- showing respect for classmates' differences.
- promoting a bully free school environment.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- positivity, respect, school environment, differences, bullying.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Mental, Emotional, and Social Health

- promote a positive and respectful school environment.
- object appropriately to teasing of peers, family members that is based on personal characteristics.
- demonstrate the ability to support and respect people with differences.

I CARE

- Identify health issues that are relevant and meaningful.
- Consider your opinion about the health issue after conducting research about it. What is your position? What is the health-enhancing position?
- Access information in order to support your position with facts and evidence.

Health Curriculum - Grade 3

- **Relay** your health-enhancing message to your audience.
- **Examine** the outcomes. Was your advocacy effective? (Benes & Alperin, 2016, pg. 166)