

### **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 and the impact of personal decisions on self and others.

#### **Essential Health Concepts**

- 1.1 The student will explain that health habits and practices impact personal growth and development.
  - a) Identify the major structures and functions of the digestive system.
  - b) Describe why digestion is important and how the body uses digested food molecules.
  - c) Explain the importance of water and healthy food choices for digestion and body function.
  - d) Identify healthy food and beverage choices based on nutritional content.
  - e) Describe the benefits of physical activity and personal fitness.
  - f) Describe the benefits of getting enough sleep.
  - g) Define and describe noncommunicable diseases.
  - h) Describe proper and improper use of prescription and nonprescription medications.
  - i) Identify body systems affected by the use of alcohol, tobacco, inhalants, and other drugs.
  - j) Explain safety rules at home, at school, and in the community.
  - k) Create strategies for personal safety when home alone, out in the neighborhood and community, online, and caring for others.
  - l) Recognize safe and harmful behaviors.
  - m) Identify the steps for goal setting to adopt positive health practices.
  - n) Describe 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.
  - o) Describe positive interaction with family, peers, and other individuals.
  - p) Identify refusal skills and how to communicate directly, respectfully, and assertively.
  - q) Describe behaviors that may cause the loss of a friend (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).
  - r) Explain the difference between bullying and conflict.
  - s) Identify positive ways to communicate and the benefits of having positive relationships with family and friends.

#### **Healthy Decisions**

- 1.2 The student will demonstrate the ability to use essential health concepts to improve personal health.
  - a) Evaluate how physical activity and healthy food and beverage choices impact personal health.
  - b) Determine when and how much water to drink to keep the body hydrated.
  - c) Compare proper and improper use of prescription and nonprescription medicines.
  - d) Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.

- e) Analyze the harmful short- and long-term effects of alcohol, tobacco, common household inhalants, and other drugs on body systems.
- f) Describe refusal skills when pressured to use alcohol, tobacco, inhalants, or other drugs.
- g) Explain the importance of following safety rules at home, at school, in the community, and when riding in a motor vehicle.
- h) Explain appropriate protective gear when engaged in physical activities such as cycling, rollerblading, skateboarding, and water sports.
- i) List the benefits of goal setting for personal health.
- j) Describe strategies for solving problems related to health.
- k) Identify how emotions such as happiness, fear, sadness, excitement, anger, and loneliness can be expressed positively or negatively.
- l) Identify the process of resolving conflicts peacefully.
- m) Analyze how reducing, reusing, and recycling products promotes a healthier environment.

### **Advocacy and Health Promotion**

- 1.3 The student will promote health and safety at school and at home.
- a) Evaluate the role of the digestive system in providing energy for the body.
  - b) Develop a plan to meet the recommended physical activity guidelines of 60 minutes a day.
  - c) Identify ways in which health care has improved as a result of technology.
  - d) Create a health message about the proper use of prescription and nonprescription medications.
  - e) Describe the effects of nicotine, alcohol, and other drugs on body systems.
  - f) Encourage others not to use alcohol, tobacco, inhalants, or other drugs.
  - g) Explain the effects of mind-altering drugs on behavior.
  - h) Discuss and develop a family safety plan to prevent home, transportation, and recreational injuries.
  - i) Demonstrate the use of refusal skills to counter negative influences.
  - j) Design 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.
  - k) Evaluate strategies to prevent bullying behaviors, using conflict-resolution skills.
  - l) Describe how to report bullying, how to advocate for self appropriately if bullied, and how to support mistreated students.
  - m) Demonstrate positive ways to communicate with family and friends.
  - n) Apply goal-setting strategies to make and keep friends.
  - o) Demonstrate effective verbal communication skills, awareness of the attitudes, feelings, and opinions of others, appropriate language and behavior, sharing, and reciprocal helping behavior to make and keep friends.
  - p) Practice positive interactions with family, peers, and others to promote personal health.
  - q) Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.
  - r) Practice disaster-preparedness procedures at home and at school.