

Grade 3

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-E-1: Explain relationships among physical, emotional and social health.

GLEs:

1-E-1.1 Define physical, emotional and social health.

1-E-1.2 Describe the influence of the components of health on each other.

Benchmark 1-E-2: Discuss the relationship between healthy behaviors and personal health.

GLEs:

1-E-2.1 Identify personal health behaviors (e.g., good nutrition, brushing teeth, washing hands, exercise).

1-E-2.2 Explain how personal health behaviors affect individual well being.

1-E-2.3 Identify serving sizes and their relationship to healthy eating.

1-E-2.4 Describe the connection between food consumption and energy expenditure.

Benchmark 1-E-3: Describe ways to prevent common childhood injuries and health problems.

GLEs:

1-E-3.1 List ways to prevent injuries at home, school, and in the community.

1-E-3.2 Identify methods of personal hygiene to prevent common health problems (e.g., washing hands, covering mouth when coughing).

Benchmark 1-E-4: Describe ways in which a safe and healthy school and community environment can promote personal health.

GLEs:

1-E-4.1 Identify safe pedestrian behaviors and how they promote health.

1-E-4.2 List school safety rules (e.g., playground, halls, lunch room, etc.) and how they promote health.

1-E-4.3 Describe public transportation safety rules (e.g., seatbelts, child car seats, road signs and how they promote health).

Benchmark 1-E-5: Identify when it is important to seek health care.

GLEs:

1-E-5.1 Recognize when and how to seek help from a trusted adult.

1-E-5.2 Demonstrate the ability to access important phone numbers to get help in emergencies.

1-E-5.3 Illustrate through role play the ability to seek help when sick or hurt.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark 2-E-1: Identify the influence of culture on health practices and behaviors.

GLEs:

2-E-1.1 List different cultural traditions in the community.

2-E-1.2 Identify cultural influences on nutrition and physical activity.

Benchmark 2-E-2: Describe how the family influences personal health practices and behaviors.

GLEs:

2-E-2.1 Identify healthy and unhealthy practices and behaviors in families (e.g., tobacco use, alcohol use, overeating).

2-E-2.2 Discuss the ability to make healthy choices based on personal preferences.

Benchmark 2-E-3: Identify how peers can influence healthy and unhealthy behaviors.

GLEs:

2-E-3.1 Define peer pressure.

2-E-3.2 Describe how peers can influence one's health choices (e.g., food, tobacco, alcohol, drugs).

Benchmark 2-E-4: Describe how the school and community can support personal health practices and behaviors.

GLEs:

2-E-4.1 Identify school and community support staff (e.g., school nurse, counselor, social worker, nutritionist).

2-E-4.2 Explain the role of school and community support staff.

2-E-4.3 Identify health care facilities in the community and their functions.

Benchmark 2-E-5: Explain how media influence thoughts, feeling, and health behaviors.

GLEs:

2-E-5.1 List different media types (e.g., TV, newspaper, billboards).

2-E-5.2 Discuss how and why media attempt to influence personal thoughts, feelings, and health choices.

2-E-5.3 Identify strategies to make positive health choices despite the influence of media.

Benchmark 2-E-6: Discuss ways that technology can influence personal health.

GLEs:

2-E-6.1 Identify different types of technology (e.g., TV, computer, video games).

2-E-6.2 Discuss how these technology sources positively and negatively impact personal health.

2-E-6.3 List ways to make positive health choices when using technology.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Benchmark 3-E-1: Identify characteristics of valid health information, products, and services.

GLEs:

3-E-1.1 Recognize what makes something valid and invalid as it relates to health.

3-E-1.2 Identify health websites.

Benchmark 3-E-2: Locate resources from home, school, and community that provide valid health information.

GLEs:

3-E-2.1 Examine sources of valid health information from the home, such as parents.

3-E-2.2 Examine health information that can be obtained from school personnel (e.g., school nurse, teacher).

3-E-2.3 Research sources of valid health information from the community (e.g., library, family health care provider).

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark 4-E-1: Compare effective verbal and non-verbal communication skills to enhance health.

GLEs:

4-E-1.1 Identify verbal and non-verbal communication skills that enhance health.

4-E-1.2 Demonstrate how verbal and non-verbal communication skills are used to enhance health.

Benchmark 4-E-2: Demonstrate refusal skills to avoid or reduce health risks.

GLEs:

4-E-2.1 Identify examples of dangerous or risky behaviors that might lead to injuries.

4-E-2.2 Create a list of risky health behaviors.

4-E-2.3 Identify ways to say “no” to risky health behaviors.

4-E-2.4 Apply refusal skills to given situations through activities such as role play.

Benchmark 4-E-3: Adopt non-violent strategies to manage or resolve conflict.

GLEs:

4-E-3.1 Discuss different kinds of conflict.

4-E-3.2 List violent and non-violent responses to conflict.

4-E-3.3 Explain benefits of using non-violence to resolve conflicts.

Benchmark 4-E-4: Demonstrate how to ask for assistance to enhance personal health.

GLEs:

4-E-4.1 List ways to ask for help in uncomfortable situations.

4-E-4.2 Identify adults in the school and community who can provide personal health guidance.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark 5-E-1: Illustrate the outcomes of a health-related decision.

GLEs:

5-E-1.1 Identify health-related situations that require a thoughtful decision.

5-E-1.2 Recognize when assistance is needed when making health-related decisions.

5-E-1.3 List options in dealing with health-related issues or problems.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark 6-E-1: Establish personal health goals and track progress towards achievement.

GLEs:

6-E-1.1 Create a personal goal to improve a personal health practice (e.g., exercise daily, eat fruits/veggies daily).

6-E-1.2 Examine the steps completed in reaching a personal health goal (journal listing of steps over time).

6-E-1.3 Report to the class a personal health goal and progress toward achieving that goal.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Benchmark 7-E-1: Examine personal health behaviors.

GLEs:

7-E-1.1 List actions or habits that are healthy.

7-E-1.2 List actions or habits that are harmful or unhealthy.

7-E-1.3 Demonstrate ways to avoid engaging in risky behaviors associated with childhood injuries and health problems.

Benchmark 7-E-2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

GLE:

7-E-2.1 Describe how a healthy behavior can be maintained.

Benchmark 7-E-3: Demonstrate a variety of behaviors that avoid or reduce health risks.

GLEs:

- 7-E-3.1 Describe how an unhealthy behavior could be avoided or eliminated.
- 7-E-3.2 Practice and log the selection of healthful foods and being physically active.
- 7-E-3.3 Demonstrate how to prepare a meal or snack using sanitary food preparation.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Benchmark 8-E-1: Encourage others to make positive health choices.

GLEs:

- 8-E-1.1 Demonstrate being a role-model who practices healthy behaviors.
- 8-E-1.2 Explain the importance of practicing positive health behaviors with your peers.