

# Health Education, Grade 3

## (a) Introduction

- (1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.
- (2) There are essential skills that repeat throughout the five strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies.
- (3) In Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs.
  - (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems lays the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community.
  - (B) The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, including developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understand the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills.
  - (C) The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases.

- (D) By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and providing instruction in digital citizenship, bullying prevention, first aid, and identification of safe and unsafe situations creates empowered and educated students who are able to make decisions that keep themselves and others safe. Beginning in Kindergarten and continuing through high school, students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.
- (E) The standards under the alcohol, tobacco, and other drugs strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through this strand, students learn key concepts about alcohol, tobacco, and other drugs, including the use, misuse, and physiological effects; short- and long-term impacts on health; treatment; risk and protective factors; and prevention. These concepts introduce healthy alternatives and ways for students to ask for and seek out help from parents and other trusted adults.

(4) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(5) Students should first seek guidance in the area of health from a parent or legal guardian.

(b) Knowledge and Skills Statements

(1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name, locate, and describe the primary functions and major components of body systems, including the skeletal, muscular, circulatory, and respiratory systems.

(A) name, locate, and describe the primary functions and major components of body systems, including the skeletal, muscular, circulatory, and respiratory systems.

Breakouts

- (i) name the primary functions of body systems, including the skeletal system
- (ii) name the primary functions of body systems, including the muscular system
- (iii) name the primary functions of body systems, including the circulatory system
- (iv) name the primary functions of body systems, including the respiratory system
- (v) name the major components of body systems, including the skeletal system
- (vi) name the major components of body systems, including the muscular system
- (vii) name the major components of body systems, including the circulatory system
- (viii) name the major components of body systems, including the respiratory system
- (ix) locate the major components of body systems, including the skeletal system
- (x) locate the major components of body systems, including the muscular system
- (xi) locate the major components of body systems, including the circulatory system
- (xii) locate the major components of body systems, including the respiratory system
- (xiii) describe the primary functions of body systems, including the skeletal system

- (xiv) describe the primary functions of body systems, including the muscular system
  - (xv) describe the primary functions of body systems, including the circulatory system
  - (xvi) describe the primary functions of body systems, including the respiratory system
  - (xvii) describe the major components of body systems, including the skeletal system
  - (xviii) describe the major components of body systems, including the muscular system
  - (xix) describe the major components of body systems, including the circulatory system
  - (xx) describe the major components of body systems, including the respiratory system
- (2) Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:
- (A) explain the importance of seeking assistance in making decisions about health;
    - Breakouts
    - (i) explain the importance of seeking assistance in making decisions about health
  - (B) describe methods of accessing information about health;
    - Breakouts
    - (i) describe methods of accessing information about health
  - (C) identify the benefits of decision making about personal health;
    - Breakouts
    - (i) identify the benefits of decision making about personal health
  - (D) identify the importance of taking personal responsibility for developing and maintaining personal hygiene and health habits;
    - Breakouts
    - (i) identify the importance of taking personal responsibility for developing personal hygiene habits
    - (ii) identify the importance of taking personal responsibility for developing personal health habits
    - (iii) identify the importance of taking personal responsibility for maintaining personal hygiene habits
    - (iv) identify the importance of taking personal responsibility for maintaining personal health habits
  - (E) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;
    - Breakouts
    - (i) explain ways in which germs are transmitted

- (ii) explain methods of preventing the spread of germs
- (iii) explain the importance of immunization

(F) identify that there are diseases such as allergies, asthma, diabetes, and epilepsy that are not caused by germs; and

Breakouts

- (i) identify that there are diseases that are not caused by germs

(G) identify common vectors, including ticks and mosquitos, and explain how and when to perform a self-check for vectors.

Breakouts

- (i) identify common vectors, including ticks
- (ii) identify common vectors, including mosquitos
- (iii) explain how to perform a self-check for vectors
- (iv) explain when to perform a self-check for vectors

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

(A) communicate needs, wants, and emotions in healthy ways;

Breakouts

- (i) communicate needs in healthy ways
- (ii) communicate wants in healthy ways
- (iii) communicate emotions in healthy ways

(B) describe strategies for assessing thoughts and applying calming and self-management practices;

Breakouts

- (i) describe strategies for assessing thoughts
- (ii) describe strategies for applying calming practices
- (iii) describe strategies for applying self-management practices

(C) discuss and explain how the brain develops through maturation;

Breakouts

- (i) discuss how the brain develops through maturation
- (ii) explain how the brain develops through maturation

(D) distinguish between healthy and harmful influences of friends and others;

Breakouts

- (i) distinguish between healthy and harmful influences of friends
- (ii) distinguish between healthy and harmful influences of others

- (E) describe the characteristics of healthy and unhealthy friendships;
  - Breakouts
    - (i) describe the characteristics of healthy friendships
    - (ii) describe the characteristics of unhealthy friendships
- (F) describe the value of respectful communication;
  - Breakouts
    - (i) describe the value of respectful communication
- (G) discuss how others may experience situations differently than oneself; and
  - Breakouts
    - (i) discuss how others may experience situations differently than oneself
- (H) demonstrate strategies for resolving conflicts.
  - Breakouts
    - (i) demonstrate strategies for resolving conflicts
- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:
  - (A) define self-esteem and ways it is formed, including identifying areas for one's personal growth; and
    - Breakouts
      - (i) define self-esteem
      - (ii) define ways [self-esteem] is formed, including identifying areas for one's personal growth
  - (B) describe the importance of seeking guidance from a parent or another trusted adult in setting goals.
    - Breakouts
      - (i) describe the importance of seeking guidance from a parent or another trusted adult in setting goals
- (5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student will develop and use appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:
  - (A) describe methods for managing challenges related to long-term health conditions;
    - Breakouts
      - (i) describe methods for managing challenges related to long-term health conditions
  - (B) describe strategies to support others in managing different learning needs;
    - Breakouts

- (i) describe strategies to support others in managing different learning needs
- (C) describe positive outcomes of stress, including creativity, focus, energy, drive, and purpose;
  - Breakouts
  - (i) describe positive outcomes of stress, including creativity
  - (ii) describe positive outcomes of stress, including focus
  - (iii) describe positive outcomes of stress, including energy
  - (iv) describe positive outcomes of stress, including drive
  - (v) describe positive outcomes of stress, including purpose
- (D) describe and practice healthy behaviors that reduce stress; and
  - Breakouts
  - (i) describe healthy behaviors that reduce stress
  - (ii) practice healthy behaviors that reduce stress
- (E) describe the importance of acceptance of oneself and others.
  - Breakouts
  - (i) describe the importance of acceptance of oneself
  - (ii) describe the importance of acceptance of others
- (6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:
  - (A) classify foods by the nutrients they provide;
    - Breakouts
    - (i) classify foods by the nutrients they provide
  - (B) plan a balanced meal that follows government nutrition guidelines;
    - Breakouts
    - (i) plan a balanced meal that follows government nutrition guidelines
  - (C) examine nutrition labels to identify the difference between foods containing natural sugars and foods with added sugars or sweeteners; and
    - Breakouts
    - (i) examine nutrition labels to identify the difference between foods containing natural sugars and foods with added sugars or sweeteners
  - (D) identify and categorize foods based on saturated and unsaturated fat content.
    - Breakouts
    - (i) identify foods based on saturated fat content
    - (ii) identify foods based on unsaturated fat content

- (iii) categorize foods based on saturated fat content
  - (iv) categorize foods based on unsaturated fat content
- (7) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to describe the importance of accessing health information through a variety of credible health resources.
  - (A) describe the importance of accessing health information through a variety of credible health resources.
    - Breakouts
      - (i) describe the importance of accessing health information through a variety of credible health resources
- (8) Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:
  - (A) identify the common food allergens listed on food packaging; and
    - Breakouts
      - (i) identify the common food allergens listed on food packaging
  - (B) describe how healthy and unhealthy behaviors affect body systems and demonstrate refusal skills in dealing with unhealthy eating situations.
    - Breakouts
      - (i) describe how healthy behaviors affect body systems
      - (ii) describe how unhealthy behaviors affect body systems
      - (iii) demonstrate refusal skills in dealing with unhealthy eating situations
- (9) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to develop a home-safety and emergency response plan such as a fire safety plan.
  - (A) develop a home-safety and emergency response plan such as a fire safety plan.
    - Breakouts
      - (i) develop a home-safety plan
      - (ii) develop an emergency response plan
- (10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.
  - (A) identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.

Breakouts

- (i) identify refusal skills when privacy, personal boundaries, or personal space are not respected

(11) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:

- (A) identify reasons for avoiding violence, gangs, weapons, and drugs;

Breakouts

- (i) identify reasons for avoiding violence
- (ii) identify reasons for avoiding gangs
- (iii) identify reasons for avoiding weapons
- (iv) identify reasons for avoiding drugs

- (B) identify characteristics of safe home, school, and community environments;

Breakouts

- (i) identify characteristics of safe home environments
- (ii) identify characteristics of safe school environments
- (iii) identify characteristics of safe community environments

- (C) discuss the hazards of unsupervised and improper handling of guns and other weapons; and

Breakouts

- (i) discuss the hazards of unsupervised handling of guns
- (ii) discuss the hazards of unsupervised handling of other weapons
- (iii) discuss the hazards of improper handling of guns
- (iv) discuss the hazards of improper handling of other weapons

- (D) create a personal safety plan.

Breakouts

- (i) create a personal safety plan

(12) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:

- (A) identify and discuss the need for safety awareness in a digital or online environment;

Breakouts

- (i) identify the need for safety awareness in a digital or online environment
- (ii) discuss the need for safety awareness in a digital or online environment

- (B) identify appropriate ways to communicate in digital and online environments;



Breakouts

- (i) identify appropriate ways to communicate in digital environments
  - (ii) identify appropriate ways to communicate in online environments
- (C) discuss who is appropriate to communicate with and what is appropriate information to share in digital and online environments; and

Breakouts

- (i) discuss who is appropriate to communicate with in digital environments
  - (ii) discuss who is appropriate to communicate with in online environments
  - (iii) discuss what is appropriate information to share in digital environments
  - (iv) discuss what is appropriate information to share in online environments
- (D) explain consequences that result from cyberbullying and inappropriate digital and online usage.

Breakouts

- (i) explain consequences that result from cyberbullying
  - (ii) explain consequences that result from inappropriate digital usage
  - (iii) explain consequences that result from inappropriate online usage
- (13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:

- (A) describe how to effectively respond to bullying and cyberbullying of oneself or others;

Breakouts

- (i) describe how to effectively respond to bullying of oneself or others
  - (ii) describe how to effectively respond to cyberbullying of oneself or others
- (B) explain the importance of seeking assistance in making decisions about personal safety; and

Breakouts

- (i) explain the importance of seeking assistance in making decisions about personal safety
- (C) define abuse and neglect.

Breakouts

- (i) define abuse
  - (ii) define neglect
- (14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

- (A) identify misuse and proper use of over-the-counter and prescription drugs; and

Breakouts

- (i) identify misuse of over-the-counter drugs
  - (ii) identify misuse of prescription drugs
  - (iii) identify proper use of over-the-counter drugs
  - (iv) identify proper use of prescription drugs
- (B) describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances, including inhalants, vaping products, and household products, on physical health.

Breakouts

- (i) describe the harmful effects of alcohol on physical health
  - (ii) describe the harmful effects of tobacco on physical health
  - (iii) describe the harmful effects of other drugs on physical health
  - (iv) describe the harmful effects of dangerous substances, including inhalants, on physical health
  - (v) describe the harmful effects of dangerous substances, including vaping products, on physical health
  - (vi) describe the harmful effects of dangerous substances, including household products, on physical health
- (15) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health.
- (A) describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health.

Breakouts

- (i) describe the harmful effects of alcohol on mental health
  - (ii) describe the harmful effects of tobacco on mental health
  - (iii) describe the harmful effects of other drugs on mental health
  - (iv) describe the harmful effects of dangerous substances on mental health
  - (v) describe the harmful effects of alcohol on social health
  - (vi) describe the harmful effects of tobacco on social health
  - (vii) describe the harmful effects of other drugs on social health
  - (viii) describe the harmful effects of dangerous substances on social health
- (16) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.

- (A) describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.

Breakouts

- (i) describe the signs of poisoning or overdose
- (ii) identify how to respond [to poisoning or overdose], including who to contact for help

- (17) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:

- (A) describe how friends can influence a person's decision to use or not use alcohol or drugs; and

Breakouts

- (i) describe how friends can influence a person's decision to use or not use alcohol or drugs

- (B) describe the difference between reporting and tattling and why it is important to report the use of alcohol, tobacco, and other drugs by friends or peers.

Breakouts

- (i) describe the difference between reporting and tattling
- (ii) describe why it is important to report the use of alcohol by friends or peers
- (iii) describe why it is important to report the use of tobacco by friends or peers
- (iv) describe why it is important to report the use of other drugs by friends or peers

- (18) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to demonstrate refusal skills related to alcohol, tobacco, and other drugs using assertive communication.

- (A) demonstrate refusal skills related to alcohol, tobacco, and other drugs using assertive communication.

Breakouts

- (i) demonstrate refusal skills related to alcohol using assertive communication
- (ii) demonstrate refusal skills related to tobacco using assertive communication
- (iii) demonstrate refusal skills related to other drugs using assertive communication