

# HEALTH

# Grade 3

**Standard:** Students comprehend concepts related to health promotion and disease prevention.

Major Concepts:

- 1CH-F1** Describe relationships between personal health behavior (e.g., sleep, diet, fitness and personal hygiene) and individual well-being
- 1CH-F2** Identify indicators of mental, emotional, social and physical health during childhood
- 1CH-F3** Describe the basic structure and functions of the human body systems
- 1CH-F4** Describe how heredity, family life and individual lifestyle affect personal health
- 1CH-F5** Describe how environmental health and personal health are related
- 1CH-F6** Identify health problems that should be detected and treated early and the reasons why
- 1CH-F7** Identify the characteristics, causes, prevention and treatment of common childhood injuries and illnesses

### Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Mastery Elements	Notes/Integration/Resources
1CH-F1.	Describe relationships between personal health behavior (e.g., sleep, diet, fitness and personal hygiene) and individual well-being	PO 1.	Explain positive effects of a balanced healthy lifestyle (e.g., alert, rested, energetic, healthy)		<i>Physical Education, Nurse Stop, Think, Decide</i>
		PO 2.	Explain importance of personal health promoting behaviors such as covering sneezes and coughs, proper hand washing, adequate sleep, healthy diet, physical activity, etc.		<i>Nurse</i>
1CH-F2.	Identify indicators of mental, emotional, social and physical health during childhood	PO 1.	Describe how feelings affect behavior (anger, fear, pride, happy, sad, frustration, etc.)		<i>Stop, Think, Decide</i>
		PO 2.	Recognize the importance of developing friendships		<i>Stop, Think, Decide</i>
		PO 3.	Describe at least three ways to prevent the spread of germs		<i>Nurse – HIV</i>

## Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Mastery Elements	Notes/Integration/Resources
1CH-F3.	Describe the basic structure and functions of the human body systems	PO 1.	Identify the parts of the digestive and circulatory system		<i>Addressed in 5<sup>th</sup> gr. Human Body Systems</i>
		PO 2.	Describe the functions of the digestive and circulatory systems		<i>Addressed in 5<sup>th</sup> gr. Human Body Systems</i>
1CH-F4.	Describe how heredity, family life and individual lifestyle affect personal health	PO 1.	Explain how hereditary traits are passed on from parents to children (e.g., high blood pressure, diabetes, poor eyesight)		<i>Addressed in 5<sup>th</sup> gr. Human Body Systems</i>
		PO 2.	Explain how eating/activity habits affect lifestyle		<i>Physical Education</i>
1CH-F5.	Describe how environmental health and personal health are related	PO 1.	Show relationships of behavior to environment (e.g., weather and appropriate dress, pollen and allergies/asthma, pollution and respiration, pollution and skin)		<i>Countdown</i>
1CH-F6.	Identify health problems that should be detected and treated early and the reasons why	PO 1.	Describe health problems and early detection		<i>Nurse – tooth program</i>
1CH-F7.	Identify the characteristics, causes, prevention and treatment of common childhood injuries and illnesses	PO 3.	Illustrate ways to keep germs from spreading		<i>Nurse – hand washing program</i>
		PO 4.	Illustrate ways to prevent injuries		<i>Discipline plan in classrooms</i>

**Standard: Students demonstrate the ability to access accurate health information.**

Major Concepts:

- 2CH-F1** Identify characteristics of accurate health information (e.g., research based, current) and health-promoting products (e.g., weight scales, thermometers, eye glasses) and services (e.g., school meal program, school nurse, after-school activities)
- 2CH-F2** Demonstrate the ability to locate resources from home, school and community that provide accurate health information
- 2CH-F3.** Explain how media influences the selection and use of health information, products and services
- 2CH-F4.** Demonstrate the ability to locate home and school health helpers
- 2CH-F5.** Locate and describe the roles of resources (health workers and organizations) from the school and community
- 2CH-F6.** Describe the consequences of appropriate and inappropriate use of drugs and medicine
- 2CH-F7.** Identify when and how to seek emergency medical assistance and shelter

**Students should know and be able to...**

<b>Concept Number</b>	<b>Concept</b>	<b>PO No.</b>	<b>Performance Objective</b>	<b>Mastery Elements</b>	<b>Notes/Integration/Resources</b>
2CH-F1.	Identify characteristics of accurate health information (e.g., research based, current) and health-promoting products (e.g., weight scales, thermometers, eye glasses) and services (e.g., school meal program, school nurse, after-school activities)	PO 1.	List sources of accurate/reliable health information		
		PO 2.	List health promoting products		
		PO 3.	Name health promoting services that contribute to health		
2CH-F2.	Demonstrate the ability to locate resources from home, school and community that provide accurate health information	PO 1.	Describe health/emergency agencies that provide services (i.e. community health agencies, schools, poison control centers, websites, etc.)		

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Concept Number	Concept	PO No.	Performance Objective	Mastery Elements	Notes/Integration/Resources
2CH-F3.	Explain how media influences the selection and use of health information, products and services	PO 1.	Describe how advertisement affects choices		<i>Addressed in 5<sup>th</sup> gr. C.H.E.M.</i>
		PO 2.	Identify ways media (movies) influence health decisions		<i>Addressed in 5<sup>th</sup> gr. C.H.E.M.</i>
2CH-F4.	Demonstrate the ability to locate home and school health helpers	PO 1.	Convey how to access appropriate health/emergency services		
2CH-F5.	Locate and describe the roles of resources (health workers and organizations) from the school and community	PO 1.	State appropriate agencies to contact		
		PO 2.	Identify resources (e.g., parents, health department, fire department, etc.)		
2CH-F6.	Describe the consequences of appropriate and inappropriate use of drugs and medicine	PO 1.	Identify safe practices of taking medicine and storing properly		<i>District medication policy</i>
		PO 2.	Identify the harmful affects of inappropriate use of drugs and medicine		<i>Red Ribbon Week</i>
2CH-F7.	Identify when and how to seek emergency medical assistance and shelter	PO 1.	Demonstrate how to contact parents and/or emergency services in emergency situations		<i>Fire Department - 911</i>
		PO 2.	Recall emergency numbers		<i>Fire Department - 911</i>

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**Standard:** Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Major Concepts:**

- 3CH-F1** Identify responsible health behaviors and compare them to risky/harmful behaviors (e.g., responsible: tooth brushing, exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)
- 3CH-F2** Identify personal health needs and strategies to maintain or improve one's well-being
- 3CH-F3** Identify hazards found in the home, school and community and demonstrate ways to avoid or reduce the threats
- 3CH-F4** Apply skills to manage stress
- 3CH-F5** Demonstrate first-aid procedures and appropriate responses to common emergencies in the home, school and community

**Students should know and be able to...**

Concept Number	Concept	PO No.	Performance Objective	Mastery Elements	Notes/Integration/Resources
3CH-F1.	Identify responsible health behaviors and compare them to risky/harmful behaviors (e.g., responsible: tooth brushing, exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)	PO 1.	Discuss responsible health behavior vs. risky or harmful behaviors		<i>Nurse, tooth program, etc.</i>
3CH-F2.	Identify personal health needs and strategies to maintain or improve one's well-being	PO 1.	Discuss good health habits		
		PO 2.	Discuss ways to promote and maintain good health habits		
		PO 3.	Establish a plan for personal health standards		<i>Physical Education</i>

## Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Mastery Elements	Notes/Integration/Resources
3CH-F3.	Identify hazards found in the home, school and community and demonstrate ways to avoid or reduce the threats	PO 1.	List hazards found in the home, school, and community		
		PO 2.	Discuss ways to avoid and/or reduce the threats		
3CH-F4.	Apply skills to manage stress	PO 1.	Identify causes of stress		<i>Teacher / test taking</i>
		PO 2.	Describe ways to reduce stress		<i>Teacher / test taking</i>
3CH-F5.	Demonstrate first-aid procedures and appropriate responses to common emergencies in the home, school and community	PO 1.	Describe a minimum of three first-aid procedures		
		PO 2.	Determine correct response in case of accident or sudden illness		<i>Fire Department Nurse - HIV</i>

**Standard:** Students analyze the influence of culture, media, technology and other factors on health.

**Major Concepts:**

- 4CH-F1.** Describe personal health behaviors (e.g., nutrition, exercise) in a variety of cultures
- 4CH-F2.** Explain how media influences health behaviors
- 4CH-F3.** Describe ways technology can influence personal health
- 4CH-F4.** Explain how information from school and family influences health

**Students should know and be able to...**

Concept Number	Concept	PO No.	Performance Objective	Mastery Elements	Notes/Integration/Resources
4CH-F1.	Describe personal health behaviors (e.g., nutrition, exercise) in a variety of cultures	PO 1.	Demonstrate awareness of individual and ethnic variation of food choices and exercise		<i>Look at SS standards</i>
4CH-F2.	Explain how media influences health behaviors	PO 1.	Describe how advertising influences health behavior		<i>Addressed in 5<sup>th</sup> gr.</i>
		PO 2.	Describe how movies and cartoons influence health behavior		<i>Addressed in 5<sup>th</sup> gr.</i>
4CH-F3.	Describe ways technology can influence personal health	PO 1.	Explain how technology has influenced personal health (e.g., 911 System, x-rays, BP cuffs, thermometers, etc.)		
4CH-F4.	Explain how information from school and family influences health	PO 1.	Same as concept		

**Standard:** Students demonstrate the ability to use interpersonal skills to enhance health.

**Major Concepts:**

- 5CH-F1** Distinguish between verbal and non-verbal communication
- 5CH-F2** Describe characteristics needed to be a responsible friend and family member
- 5CH-F3** Describe ways to communicate care, consideration, and respect of self and others
- 5CH-F4** Demonstrate healthy ways to express needs, wants, and feelings and identify a variety of ways to deal with them constructively and appropriately
- 5CH-F5** Demonstrate attentive listening skills to build and maintain healthy relationships
- 5CH-F6** Describe refusal skills to enhance mental, emotional and physical health
- 5CH-F7** Describe negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict

**Students should know and be able to...**

Concept Number	Concept	PO No.	Performance Objective	Mastery Elements	Notes/Integration/Resources
5CH-F1.	Distinguish between verbal and non-verbal communication	PO 1.	Describe differences between non-verbal and verbal communication		<i>Finding Out</i>
5CH-F2.	Describe characteristics needed to be a responsible friend and family member	PO 1.	Explain what it means to care and be a friend		<i>Stop, Think, Decide</i>
		PO 2.	List characteristics needed to be responsible		<i>Stop, Think, Decide</i>
5CH-F3.	Describe ways to communicate care, consideration, and respect of self and others	PO 1.	Explain how one communicates feelings (non-verbal and verbal)		<i>Stop, Think, Decide</i>
		PO 2.	Show use of effective "I" messages		<i>Stop, Think, Decide</i>

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Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Mastery Elements	Notes/Integration/Resources
5CH-F4.	Demonstrate healthy ways to express needs, wants, and feelings and identify a variety of ways to deal with them constructively and appropriately	PO 1.	Resolve conflict in socially acceptable ways		<i>Stop, Think, Decide</i>
		PO 2.	Formulate self-esteem building skills		<i>Stop, Think, Decide</i>
5CH-F5.	Demonstrate attentive listening skills to build and maintain healthy relationships	PO 1.	Explain characteristics of attentive listening		<i>Finding Out</i>
		PO 2.	Illustrate effective listening skills		<i>Finding Out</i>
5CH-F6.	Describe refusal skills to enhance mental, emotional and physical health	PO 1.	Explain how refusal skills enhance mental, emotional and physical health		<i>GREAT, DARE, Stop, Think, Decide</i>
		PO 2.	Practice positive behavior towards others		<i>Stop, Think, Decide</i>
5CH-F7.	Identify negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict	PO 1.	List negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict		<i>Stop, Think, Decide</i>
		PO 2.	Explain the difference between negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict		<i>Stop, Think, Decide</i>

**Standard:** Students demonstrate the ability to use goal-setting and decision-making skills to enhance health.

**Major Concepts:**

- 6CH-F1** Apply a sound decision-making process to resolve health issues and problems  
**6CH-F2** Explain the effects of personal health care choices  
**6CH-F3** Set a personal health goal and track progress toward its achievement

**Students should know and be able to...**

Concept Number	Concept	PO No.	Performance Objective	Mastery Elements	Notes/Integration/Resources
6CH-F1.	Apply a sound decision-making process to resolve health issues and problems	PO 1.	Explain positive strategies to resolve problems		<i>Stop, Think, Decide Physical Education</i>
		PO 2.	Describe positive strategies to resolve health issues		<i>Physical Education Hand washing Brushing teeth</i>
		PO 3.	Demonstrate positive decision making to resolve a health issue or problem		<i>*Stop, Think, Decide Physical Education</i>
6CH-F2.	Explain the effects of personal health care choices	PO 1.	Identify the effects of personal health choices (positive and negative)		<i>Nurse Physical Education</i>
6CH-F3.	Set a personal health goal and track progress toward its achievement	PO 1.	List personal health goal		<i>Physical Education</i>
		PO 2.	Chart progress towards achievement		<i>Physical Education</i>

*\* Add health issue decision to Stop, Think, Decide*

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

**Major Concepts:**

**7CH-F1** Identify accurate health information

**7CH-F2** Identify positive health choices

**7CH-F3.** List a variety of ways to support others in making positive health choices (e.g., exercising, making healthy food choices, hand washing)

**Students should know and be able to...**

Concept Number	Concept	PO No.	Performance Objective	Mastery Elements	Notes/Integration/Resources
7CH-F1.	Describe a variety of methods to convey accurate health information and ideas	PO 1.	Same as concept		
7CH-F2.	Collect information about health issues	PO 1.	State health issues (safety, personal care, disease prevention, substance abuse prevention, nutrition, emotional, family life)		
7CH-F3.	List a variety of ways to support others in making positive health choices (e.g., exercising, making healthy food choices, hand washing)	PO 1.	Same as concept		

