

ELKHART COMMUNITY SCHOOLS

**GRADE THREE
HEALTH CURRICULUM GUIDE**

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HEALTH EDUCATION CURRICULUM GUIDE**

Students develop a basic knowledge of the relationship between health behaviors and health, the dimensions of health, the relationship between physical and emotional health, the basic structure and functions of body systems, the influence of external factors on health, health problems of children, ways to prevent injury and illness among children, and basic health term and concepts.

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

Indicator	Example	Instructional/Assessment Strategy	Resource
3.1.1 Identify responsible health behaviors.	Identifies eating healthful foods as a responsible health behavior.	- <u>Eating</u> Anna Sandeman - <u>Down the Hatch: Find Out About Your Food</u> Mike Lanbourne	- HealthWorks: “Brendan’s World” - www.bam.gov - www.unitedhealthfoundation.org/book.cfm
3.1.2 Describe relationships between personal health behaviors and individual well-being.	Explains the use of inhalants can cause an upset stomach, headaches, nosebleeds, confusion, hearing loss, brain damage, and death.	- <u>The House that Crack Built</u> Clark Taylor - <u>Drugs and Your Health</u> Jillian Powell - <u>What Do You Know About Drugs?</u> Pete Sanders and Steve Myers <i>Video:</i> Happy, Healthy, Drug Free Me, parts 1 and 2	- Health Department: “To Smoke or not to Smoke” and or “Personal Hygiene” - Ch. 8, 9 in new T.E.
3.1.3 Identify examples of mental, emotional, social, and physical health during childhood.	Explains that feeling good about oneself and being able to identify what makes one unique and special are signs of emotional health.	- <u>Free to Be...Proud of our Feelings</u> Lindsay Leghorn - <u>The Tenth Good Thing About Barney</u> Judith Viorst	- Ch. 10 in new T.E.
3.1.4 Describe the relationship between physical health and emotional health.	Explains how exercising, eating well, and getting enough sleep helps people feel better emotionally when they are dealing with feelings of grief.		- Ch. 10 in new T.E.

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Standard 1: Students will comprehend concepts related to health promotion and disease prevention.			
Indicator	Example	Instructional/Assessment Strategy	Resource
3.1.5 Describe the basic structure and functions of the human body systems.	Explains that the function of the respiratory system is to get oxygen from the air for the body and get rid excess carbon dioxide from the body.	<i>Video:</i> - The Good Food Diner, Markay Enterprises Corporation, 1995 - The Magic School Bus for Lunch, VHS #1983	- HealthWorks: "InfoOrgans" - Ch. 1 in new T.E.
3.1.6 Describe ways in which a healthful school and community environment influences personal health.	Describes how rules against smoking on school property and many public places protect people from the effects of environmental tobacco smoke.		
3.1.7 Identify health problems of children that should be detected and treated early.	Identifies ear infections as a health problem of children that should be detected and treated early.	- <u>Focus on Medicines</u> Susan DeStephano	
3.1.8 Explain how childhood injuries and illnesses can be prevented or treated.	Explains that use of safety gear helps prevent injuries when exercising.	- <u>Officer Buckle and Gloria</u> Peggy Rathman <i>Video:</i> Bike Safety with Bill Nye the Science Guy	- HealthWorks: "First Aid Frenzy"
3.1.9 Explain basic health terms and concepts.	Explains that addiction makes a person keep using a drug even when they want to stop.		

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Students will develop basic skills to identify characteristics of valid health information, products, and services; locate sources of valid health information and health helpers; explain how media influences the selection of health information, products, and services; and analyze information from the labels of health products.

Standard 2: Students will demonstrate the ability to access and evaluate health information, products, and services.			
Indicator	Example	Instructional/Assessment Strategy	Resource
3.2.1 Identify characteristics of valid health information and health-promoting products and services.	State that one characteristic of valid health services is that they are provided by sources that can be trusted such as doctors, nurses, or other health care workers who work in health departments, hospitals, and clinics.		- HealthWorks: "Is There a Doctor in the House?" - Ch. 2 in new T.E.
3.2.2 Demonstrate the ability to locate resources from home, school, and community that provide valid health information.	Demonstrates the ability to use the Internet to find government sources of nutrition information for children.		- HealthWorks: "Is There a Doctor in the House?"
3.2.3 Explain how media influences the selection of health information, products, and services.	Explains that advertising uses strategies such as catchy tunes and colorful packaging to encourage children to want to use certain types and brands of health products.	<i>Video:</i> My Body, My Buddy: Healthy Food, Rainbow Educational Media, 1993	- Ch. 2 in new T.E.
3.2.4 Demonstrate the ability to locate school and community health helpers.	Demonstrates how to locate health care workers who work in health departments, hospitals, and clinics.		
3.2.5 Analyzes information from the labels of health-related products.	Analyzes the label on a tube of toothpaste to determine if it contains fluoride.		- Ch. 2 in new T.E.

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Students will develop basic self-management skills to handle stress and cope with feelings; avoid trouble and seek help in threatening situations; identify personal health needs; promote personal hygiene; and prevent and treat injuries.

Standard 3: Students will demonstrate the ability to apply self-management skills to enhance health.

Indicator	Example	Instructional/Assessment Strategy	Resource
3.3.1 Demonstrate how to apply skills to manage stress.	Demonstrates the ability to identify feelings and causes of stress and use strategies such as play, talking with friends or trusted adults, physical activity, and listening to music as a way to deal with stress.	<i>Video:</i> - Voyage to Better Health: Mental Health	- Ch. 10 in new T.E.
3.3.2 Demonstrate how to apply coping strategies when feeling anxious, upset, angry, or out of control.	Demonstrates the ability to identify feelings and triggers of anger, calm down by counting to ten or taking deep breaths, and use healthy strategies such as I messages, taking a time out, talking with a friend or trusted adult, and engaging in physical activity to communicate and cope with feelings of anger.	<i>Video:</i> - Coping with Fighters, Bullies, and Troublemakers. - You Can Choose! Resolving Conflict - No More Teasing, VHS #1813	- Ch. 10 in new T.E
3.3.3 Demonstrate ways to avoid, reduce, and report threatening situations.	Demonstrates how to be safe around strangers by showing how to stay away from them , not talk to the, not take anything from them, not help them, not go anywhere with them, ask trusted adults for help when lost or in trouble, and always tell family members where they are going and who they will be with.		- Health Department: “Home Alone” - Ch. 5 in new T.E.

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Indicator	Example	Instructional/Assessment Strategy	Resource
3.3.4 Demonstrate the ability to identify personal health needs.	Demonstrates the ability to use the Food Guide Pyramid to assess personal dietary behaviors and identify needs related to healthy eating.		- www.mypyramid.gov - Ch. 3 in new T.E.
3.3.5 Demonstrate the ability to use strategies to improve or maintain personal health and hygiene.	Demonstrates how to follow universal precautions for preventing infection when someone is bleeding.	- <u>Mr. Sneed's Guide to Hygiene</u> Dale Gottlieb <i>Videos:</i> - Magic School Bus: Inside the Human Body - Magic School Bus: Inside Ralphie - Body Talk, #866 - Immune System, #916 - Bacteria and Viruses, #911	- Health Department: "Personal Hygiene" - HealthWorks: "Crazy Clean" - Ch. 1 in new T.E.
3.3.6 Develop injury prevention and management (first aid) strategies for personal health.	Demonstrates strategies for preventing choking and poisoning.		- Health Department: "Wheel Safety" - HealthWorks: "First Aid Frenzy"

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Students will develop basic skills to analyze how the family, school, and culture influence health behaviors; the influence of media on thoughts, feelings, perceptions, and health behaviors; and the influence of technology on health and health behaviors.

Standard 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and Technology on health and health behaviors.			
Indicator	Example	Instructional/Assessment Strategy	Resource
3.4.1 Describe how the family and school influence personal health behaviors.	Describes how physical education teachers encourage children to be physically active.		
3.4.2 Describe how culture influences personal health behavior.	Describes how culture influences choices for health care such as the use of herbal medicines.	- <u>Everybody Bakes Bread</u> Norah Dooley	
3.4.3 Explain how media influences thoughts, feelings, perceptions, and health behaviors.	Explains how radio and television programs give us information, such as weather reports, that we use to decide what to wear if it is cold outside or what to do if there is a tornado watch or warning.		
3.4.4 Describe ways technology can influence personal health and health behaviors.	Describes how new forms of technology can help people learn about health (e.g., the Internet)		

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Students will identify characteristics of a responsible friend and family member. Students will develop basic skills to use nonverbal and verbal communication, I messages, communicate assertively, and communicate care, consideration, and respect of self and others. Students will also develop basic attentive listening, refusal, and conflict resolution skills.

Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.			
Indicator	Example	Instructional/Assessment Strategy	Resource
3.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	Demonstrates how to use body language and tone of voice to say no.		- Health Department: "To Smoke or not to Smoke" - HealthWorks: "The Choice is Yours"
3.5.2 Describe characteristics needed to be a responsible friend and family member.	Describes a responsible friend and family member as someone who works and communicates with others, and is compassionate, supportive, honest, trustworthy, dependable, and respectful.		- HealthWorks: "Freeze: - www.parent-institute.com - Ch. 11 in new T.E.
3.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.	Demonstrates how to use I messages instead of you messages to express feelings.		-HealthWorks: "Freeze" - Ch. 10, 11 in new T.E.
3.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.	Demonstrates how to show respect of self by showing how to say no when pressured to do something that isn't right or safe.		- HealthWorks: "Freeze" - Ch. 10, 11 in new T.E.
3.5.5 Demonstrate attentive listening skills to build and maintain healthy relationships.	Demonstrates attentive listening skills by showing how to pay careful attention, listen to understand, not interrupt, and not talk when someone else is talking.		- HealthWorks: "Freeze: - Ch. 10 in new T.E.

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Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.			
Indicator	Example	Instructional/Assessment Strategy	Resource
3.5.6 Demonstrates refusal and negotiation skills to enhance health.	Demonstrates how to say no, give a reason, suggest another activity, use humor, say no again, and walk away to refuse pressure to use alcohol.		- HealthWorks: "Freeze" - Ch. 10 in new T.E.
3.5.7 Differentiate between negative and positive behaviors used in conflict situations.	Identifies name calling and hitting as negative behaviors and trying to see the other person's point of view and compromising as positive behaviors in conflict situations.		- HealthWorks: "Freeze" - Ch. 10 in new T.E.
3.5.8 Demonstrate nonviolent strategies to resolve conflicts.	Demonstrate how to resolve a conflict by showing how to stay calm, agree that there is a problem, listen to the other person, work with them to identify choices to resolve the conflict, and compromise on a choice that is fair for both persons.		- HealthWorks: "Freeze" - www.mentalhealth.samhsa.gov - Ch. 10 in new T.E.

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Students will explain when to ask for help in making choices and setting goals related to health and will identify the outcomes of healthy decisions. Students will develop basic skills to apply a decision-making process to health issues and problems and to set and monitor progress toward short-term goals.

Standard 6: Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.

Indicator	Example	Instructional/Assessment Strategy	Resource
3.6.1 Explain when to ask for assistance in making health related decisions and setting health goals.	Explains that one should ask for help from a trusted adult to make decisions to deal with problems that make them feel uncomfortable or scared, afraid to go to school, have trouble sleeping, or when they have been touched in a way they don't like.		
3.6.2 Demonstrate the ability to apply a decision-making process to health issues and problems.	Demonstrates the ability to think about choices, identify what could happen as a result of each choice, make the best choice, and reflect on the results of the choice when making decisions related to physical activity.		
3.6.3 Predict outcomes of positive health decisions.	Predicts the outcomes of not using alcohol or other drugs.		
3.6.4 Demonstrate the ability to set a personal health goal and monitor progress toward its achievement.	Demonstrates the ability to set a goal to get at least nine hours of sleep each night and use a chart for one week to keep track of their nightly sleep habits.		

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Students will describe ways to communicate accurate health information and ideas. Students will also develop basic skills to express information and ideas about health issues and to influence and support others to engage in health behaviors.

Standard 7 Students will demonstrate the ability to advocate for personal, family, and community health.			
Indicator	Example	Instructional/Assessment Strategy	Resource
3.7.1 Describe a variety of ways to convey accurate health information and ideas.	Describes letters and bumper stickers as ways to convey accurate health information about recycling.		
3.7.2 Demonstrate the ability to express information and ideas about health issues.	Demonstrates the ability to write a letter explaining why environmental tobacco smoke is harmful.		
3.7.3 Identify community agencies that advocate for healthy individuals, families, and communities.	Identifies the police department and fire department as community agencies that encourage people to be healthy.		
3.7.4 Demonstrate the ability to influence and support others in making positive health choices.	Demonstrates the ability to create a rhyme to encourage others to practice safe behaviors when playing sports.		