### NATIONAL STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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<tr>
<th>Minnesota Benchmark</th>
<th>Activities</th>
<th>Resources*</th>
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</table>
| The student will describe how physical, social, and emotional environments influence personal health. | Unit: Emotional, Intellectual, and Social Health  
  - Brainstorm ways to enhance social and emotional environments (e.g., classroom rules)  
  - Describe unhealthy group behaviors (e.g., cliques, harassment, gangs) and the effect on individuals.  
  - Discuss the influence of friends on personal health.  
  Unit: Family Life, Growth, and Development  
  - Discuss healthy ways to adjust to family changes (e.g., divorce, death, remarriage, moving, births, homelessness).  
  Unit: Nutrition  
  - Illustrate the components of a healthy meal.  
  Unit: Personal Health  
  - List health and safety rules for taking medication (e.g., more is not better; don’t share medicine).  
  - Discuss how environment and physical activity impact health.  
  Unit: Injury Prevention  
Chapter 1 – Lesson 1, 2, 3, 4  
Chapter 2 – Lesson 1 and 2  
Chapter 4 – Lesson 2  
Chapter 6 – Lesson 3  
Chapter 3 – Lesson 4  
Chapter 9 – Lesson 2 and 3  
Chapter 8 – Lesson 5 and pp. 276-279 |

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

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| The student will describe how culture influences personal health behaviors. | Unit: Emotional, Intellectual, and Social Health  
  - Tell stories about how name-calling and teasing regarding cultural differences affects personal health (bullying). | Various “Scholastic News” articles |

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

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| The student will explain how media influences the selection of health information, products and services. | Unit: Personal Health  
  - Compare and discuss health information you have heard on television or on the Internet. | |

*The following resources are available throughout the year in all units: Brain Pop, “Scholastic News,” Morning Meeting, Leveled Readers, Apps for iPads

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

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| The student will distinguish between verbal and nonverbal communication. | Unit: Emotional, Intellectual, and Social Health  
- Explain and practice the importance of matching verbal and nonverbal communication. | Harcourt: “Your Health”  
pp. 164-165 “Refusing Drugs”  
pp. 212-213 “Decisions About Safety” |}

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

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| The student will explain when to ask for assistance in making health-related decisions and setting health goals. | Unit: Emotional, Intellectual, and Social Health  
- Identify 3-5 choices in a given scenario and explain possible consequences to those choices. | Harcourt: “Your Health”  
pp. 86-87 “Goals for Learning”  
pp. 234-235 “Goals to Improve Community and Environment” |}

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

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| The student will explain when to ask for assistance in making health-related decisions and setting health goals. | Unit: Personal Health  
- Set realistic goals for healthful behaviors.  
- List action steps in the goal plan. | Harcourt: “Your Health”  
Chapter 3 – Lesson 1, 2, 3, 4  
Chapter 7 – Lesson 4  
Chapter 5 – Lesson 5 |}

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

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| The student will compare behaviors that are safe to those that are risky or harmful. | Unit: Personal Health  
- Identify personal choices that promote health-enhancing behaviors and reduce health risks.  
Game | Harcourt: “Your Health”  
Chapter 3 – Lesson 1, 2, 3, 4  
Chapter 7 – Lesson 4  
Chapter 5 – Lesson 5  
* Health |}
| The student will demonstrate strategies to improve or maintain personal health. | Unit: Emotional, Intellectual, and Social Health  
- Describe how to avoid risky situations. | Harcourt: “Your Health”  
Chapter 8 – Lesson 1, 2, 3, 4 |}

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

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| The student will identify community agencies that advocate for healthy individuals, families, and communities. | Unit: Emotional, Intellectual, and Social Health  
- Brainstorm ways to make home, school, and community environments healthier places. Support strategies with relevant valid information. | Harcourt: “Your Health”  
Chapter 9 – Lesson 1 and 4 |}

*The following resources are available throughout the year in all units: Brain Pop, “Scholastic News,” Morning Meeting, Leveled Readers, Apps for iPads*

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