

GRADE 3: HEALTH CURRICULUM FRAMEWORKS

NATIONAL STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
Minnesota Benchmark	Activities	Resources*
<p>The student will describe how physical, social, and emotional environments influence personal health.</p>	<p><u>Unit: Emotional, Intellectual, and Social Health</u></p> <ul style="list-style-type: none"> • 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. <p><u>Unit: Family Life, Growth, and Development</u></p> <ul style="list-style-type: none"> • Discuss healthy ways to adjust to family changes (e.g., divorce, death, remarriage, moving, births, homelessness). <p><u>Unit: Nutrition</u></p> <ul style="list-style-type: none"> • Illustrate the components of a healthy meal. <p><u>Unit: Personal Health</u></p> <ul style="list-style-type: none"> • 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. <p><u>Unit: Injury Prevention</u></p> <ul style="list-style-type: none"> • List basic first-aid rules. 	<p>Harcourt: <u>"Your Health"</u> Chapter 1 – Lesson 1, 2, 3, 4</p> <p>Chapter 2 – Lesson 1 and 2</p> <p>Chapter 4 – Lesson 2</p> <p>Chapter 6 – Lesson 3 Chapter 3 – Lesson 4 Chapter 9 – Lesson 2 and 3</p> <p>Chapter 8 – Lesson 5 and pp. 276-279</p>
NATIONAL STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
Minnesota Benchmark	Activities	Resources*
<p>The student will describe how culture influences personal health behaviors.</p>	<p><u>Unit: Emotional, Intellectual, and Social Health</u></p> <ul style="list-style-type: none"> • Tell stories about how name-calling and teasing regarding cultural differences affects personal health (bullying). 	<p>Various "Scholastic News" articles</p>
NATIONAL STANDARD 3: Students will demonstrate the ability to access valid information and products and services to enhance health.		
Minnesota Benchmark	Activities	Resources*
<p>The student will explain how media influences the selection of health information, products and services.</p>	<p><u>Unit: Personal Health</u></p> <ul style="list-style-type: none"> • 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.		
Minnesota Benchmark	Activities	Resources*
The student will distinguish between verbal and nonverbal communication.	<u>Unit: Emotional, Intellectual, and Social Health</u> <ul style="list-style-type: none"> Explain and practice the importance of matching verbal and nonverbal communication. 	
NATIONAL STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
Minnesota Benchmark	Activities	Resources*
The student will explain when to ask for assistance in making health-related decisions and setting health goals.	<u>Unit: Emotional, Intellectual, and Social Health</u> <ul style="list-style-type: none"> Identify 3-5 choices in a given scenario and explain possible consequences to those choices. 	<u>Harcourt: "Your Health"</u> pp. 108-109 "Decisions About Snacks" pp. 164-165 "Refusing Drugs" pp. 212-213 "Decisions About Safety"
NATIONAL STANDARD 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
Minnesota Benchmark	Activities	Resources*
The student will explain when to ask for assistance in making health-related decisions and setting health goals.	<u>Unit: Personal Health</u> <ul style="list-style-type: none"> Set realistic goals for healthful behaviors. List action steps in the goal plan. 	<u>Harcourt: "Your Health"</u> pp. 86-87 "Goals for Learning" pp. 234-235 "Goals to Improve Community and Environment"
NATIONAL STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Minnesota Benchmark	Activities	Resources*
The student will compare behaviors that are safe to those that are risky or harmful.	<u>Unit: Personal Health</u> <ul style="list-style-type: none"> Identify personal choices that promote health-enhancing behaviors and reduce health risks. <p style="text-align: right;">* Health</p> <p>Game</p>	<u>Harcourt: "Your Health"</u> Chapter 3 – Lesson 1, 2, 3, 4 Chapter 7 – Lesson 4 Chapter 5 – Lesson 5
The student will demonstrate strategies to improve or maintain personal health.	<u>Unit: Emotional, Intellectual, and Social Health</u> <ul style="list-style-type: none"> Describe how to avoid risky situations. 	<u>Harcourt: "Your Health"</u> Chapter 8 – Lesson 1, 2, 3, 4
NATIONAL STANDARD 8: Students will demonstrate the ability to advocate for personal, family, and community health.		
Minnesota Benchmark	Activities	Resources*
The student will identify community agencies that advocate for healthy individuals, families, and communities.	<u>Unit: Emotional, Intellectual, and Social Health</u> <ul style="list-style-type: none"> Brainstorm ways to make home, school, and community environments healthier places. Support strategies with relevant valid information. 	<u>Harcourt: "Your Health"</u> Chapter 9 – Lesson 1 and 4

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