

## Third Grade Health Standards

<b>Grade Level</b>	→ Students demonstrate effective decision-making skills to enhance health. <i>(Skill 5)</i>
<b>Skill Focus</b>	→ Students demonstrate effective goal-setting skills to enhance health. <i>(Skill 6)</i>

### Wellness and Health Promotion (WHP)

- 3.WHP.1** Discuss what it means to be healthy, considering five dimensions of health (physical, social, emotional, mental, and environmental).
- 3.WHP.2** Describe the basic function of the immune system.
- 3.WHP.3** Explain the benefits of personal health care practices.
- 3.WHP.4** Describe specific things to do to take care of one's teeth, including daily brushing and flossing teeth.
- 3.WHP.5** Discuss reasons to go to a healthcare provider for physical and mental health concerns.
- 3.WHP.6** Identify ways in which media, social media, and technology influence self-perception, feelings, decisions, and behaviors.
- 3.WHP.7** Recognize the connection between environmental health, including the effects of climate change, and personal health.

### Safety and First Aid (SFA)

- 3.SFA.1** Identify how concussions can be prevented, recognized, and treated.
- 3.SFA.2** Practice how to assess and choose safe options when experiencing unsafe situations.
- 3.SFA.3** Recognize that infections, including Hepatitis B and C and HIV/AIDS, can be transmitted through blood and other body fluids.
- 3.SFA.4** Describe how to identify and respond to emergency situations.
- 3.SFA.5** Describe safety procedures for responding to natural disasters.

### Substance Use, Misuse, and Abuse (SUB)

- 3.SUB.1** Identify that substances are chemicals that can change how the mind and body function and can cause addiction.
- 3.SUB.2** Identify how alcohol, marijuana/cannabis, tobacco, and other substances can be harmful to minds, bodies, and brains.
- 3.SUB.3** Discuss how to recognize social pressures, peer influences, and internal feelings and emotions around substance use.
- 3.SUB.4** Describe how and where to access help from trusted adults if substances are being misused or abused.

### Food, Nutrition, and Physical Activity (FNP)

- 3.FNP.1** Identify methods for reducing food waste.
- 3.FNP.2** Recognize that food contains essential nutrients that benefit different systems in our bodies.

- 3.FNP.3** Explain how to create a balanced daily food plan for individual needs and health considerations.
- 3.FNP.4** Understand the basic function of the cardiovascular system.
- 3.FNP.5** Describe a decision making process about what foods and beverages to consume and ways to be physically active.
- 3.FNP.6** Describe foods using the senses.
- 3.FNP.7** Explain what food-borne illnesses are and how to prevent them.

### **Social, Emotional, and Mental Health (SEM)**

- 3.SEM.1** *TSEL Practice 1B* Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.
- 3.SEM.2** *TSEL Practices 2B* Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.
- 3.SEM.3** Identify the impacts of stress on mental health.
- 3.SEM.4** Recognize how emotions can impact eating patterns and that people can get help if necessary.
- 3.SEM.5** Explain the importance of talking with trusted adults about feelings.
- 3.SEM.6** Identify personal or community activities that are meaningful or enjoyable.

### **Healthy Relationships and Violence/Abuse Prevention (HRVP)**

- 3.HRVP.1** *TSEL Practice 3B* Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.
- 3.HRVP.2** Describe characteristics of a healthy and safe relationship.
- 3.HRVP.3** Discuss the importance of using affirming language around protected classes of people including people of all genders, race and ethnicities, sexual orientations, and abilities.
- 3.HRVP.4** Demonstrate effective ways to verbally and nonverbally communicate personal boundaries and show respect for the boundaries of others.
- 3.HRVP.5** Identify trusted support people and helpers to talk to about uncomfortable situations or when a boundary has been crossed.

### **Growth and Development (GD)**

- 3.GD.1** Discuss attributes and characteristics that make every person unique and valued, including physical diversity and neurodiversity.
- 3.GD.2** Identify the medically accurate names for body parts, including external and internal sexual and reproductive anatomy.
- 3.GD.3** Recognize that puberty is a time of physical, emotional, and social changes that is a part of human development.
- 3.GD.4** Recognize that menstrual pads and tampons are medical products some people use to take care of their bodies.
- 3.GD.5** Recognize that there are different kinds of families that have unique characteristics and identities.

## **Sexual and Reproductive Health (SRH)**

**3.SRH.1** Explain that many people enjoy consensual affection and physical closeness throughout their lives and every individual gets to decide what they are comfortable with.