

<p style="text-align: center;">GRADE 3 <i>Overview of the Health Standards</i></p>
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A health education program for students in grades three to five involves students, school staff, families, and the community in working together to promote good health, prevent health problems when possible, and address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthy choices and lifelong good health. The health education standards address four unifying ideas for health literacy.

I. ACCEPTANCE OF PERSONAL RESPONSIBILITY

**II. RESPECT FOR AND PROMOTION OF
HEALTH OF OTHERS**

**III. AN UNDERSTANDING OF THE PROCESS OF
GROWTH AND DEVELOPMENT**

**IV. INFORMED USE OF HEALTH-RELATED
INFORMATION, PRODUCTS, AND SERVICES**

GRADE 3

Health Standards and Benchmark Proficiencies

I. ACCEPTANCE OF PERSONAL RESPONSIBILITY

I-A: Students in GRADE 3 will understand ways in which they can enhance and maintain their own health and well-being.

ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-A-1		Practicing good personal hygiene, including caring for teeth, gums, eyes, ears, nose, skin, hair and nails				
I-A-2		Analyzing how food choices are influenced by peers, the media, the family, and the community				
I-A-3		Developing and using effective coping strategies, including critical thinking; effective decision making; goal setting; problem solving, <i>assertiveness</i> , and refusal <i>skills</i> ; and taking time for exercise and relaxation				
I-A-4		Identifying healthy snacks using the USDA Food Pyramid				

I-B: Students in GRADE 3 will understand ways to prevent disease and speed recovery from illness.

ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-B-1		Cooperating in regular health screenings, including dental and vision examinations				
I-B-2		Identifying symptoms of common illness, such as fever, rashes, coughs, and congestion, and describe them				
I-B-3		Describing ways to avoid getting sick				

I-C: Students in GRADE 3 will understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that help to protect their health.

ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-C-1		Identifying safe behavior in or near motorized vehicles, including crossing street safely				
I-C-2		Recognizing emergencies and responding appropriately				
I-C-3		Identifying how to treat simple injuries				
I-C-4		Identifying safety roles for working in a kitchen				
I-C-5		Identifying ways to <i>cope</i> with (including saying "no") or seek assistance as necessary when confronted with situations involving alcohol, tobacco, or drugs				

II. RESPECT FOR AND PROMOTION OF HEALTH OF OTHERS

II-A: Students in GRADE 3 will know how to play a positive, active role in promoting the health of their families.

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
II-A-1		Developing and using effective communication skills, including non violent conflict resolution				
II-A-2		Identifying feelings related to changes within the family and effectively expressing them to others in a positive way				
II-A-3		Identifying cooperative and considerate behavior				

II-B: Students in GRADE 3 will know how to promote positive health practices within the school and community, including positive relationships with peers.

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
II-B-1		Identifying characteristics of friendship				
II-B-2		Participating in school and community efforts to address local health and environmental issues, for example recycling				
II-B-3		Identifying positive actions toward others, including kindness, respect, attention, and avoiding demeaning statements				

III. AN UNDERSTANDING OF THE PROCESS OF GROWTH AND DEVELOPMENT

III-A: Students in GRADE 3 will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
III-A-1		Describing <i>the</i> cycle of growth and development in humans and other animal species				
III-A-2		Demonstrating an understanding of the aging process				
III-A-3		Describing changes that occur during the life cycle				

III-B: Students in GRADE 3 will understand individual differences in growth and development.

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
III-B-1		Demonstrate an understanding of individual differences, such as differences in appearance and physical abilities				

IV. INFORMED USE OF HEALTH-RELATED INFORMATION, PRODUCTS, AND SERVICES

IV-A: Students in GRADE 3 will know how to identify products, services, and information that may be helpful or harmful to their health.

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
IV-A-1		Identifying a variety of consumer influences and analyzing how those influences affect decisions				
IV-A-2		Using labels to <i>compare</i> the <i>contents</i> of food products				