

Health Grade 3

Description

The Health Education Program is a comprehensive sequential program whose goals are to develop skills, attitudes and knowledge necessary to protect, maintain and promote good health. By helping students become health literate, awareness is increased regarding the beneficial effects of good health practices, stresses the concepts of critical thinking and problem solving in the decision making process and enables them to act on behalf of themselves and others. The grade 3 program is comprised of 5 units of study.

Course Overview

Course Objectives

Students should:

- describe effects of cigarette smoke.
- define drugs.
- review how alcohol and tobacco use affects body and mind.
- define the concept of risk.
- identify credible sources of health information.
- identify elements of decision making.
- illustrate decision making steps to use in problem solving.
- identify characteristics of friends.
- identify how to support their friends not to use tobacco or alcohol.
- describe the effect food has on fitness and growth.
- review food guide pyramid and foods that would fall under each category.
- identify foods to create a well balanced breakfast and lunch.
- explain that a variety of factors influence food selection.
- set a goal to improve personal food choices.
- identify infectious vs. non-infectious diseases.
- review steps to prevent getting diseases (i.e. good hygiene).
- explain the importance of keeping their body and clothing clean.
- identify steps to keep themselves clean.

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- What can I do to promote accurate health information and healthy behaviors?

Assessments

- Substance abuse- write a story or draw a picture that shows how you can support a friend who chooses not to smoke.
- Wellness- create a collage of pictures on how to relieve stress
- Wellness- draw a map of your back yard and label identify areas that are considered "safe" from ticks.
- Nutrition- using the My Pyramid felt display- students will match foods with groups.
- Nutrition- choose one goal to improve your personal food choice and keep track of the process of working on that goal.
- Violence Prevention- role play using refusal skills when feeling pressured by a peer.

<ul style="list-style-type: none"> • review what a tick looks like, list animals that carry ticks, identify safe areas and dress for outdoor play and steps to follow if a tick is found on the body. • describe the transmission of Lyme Disease and recognize its signs and symptoms. • identify various sources of health information for children. • describe the stresses families have in today's society. • identify how to deal with those stresses. • identify different types of changes that occur as we grow up (physical, mental/emotional, and social). • describe how growth and development influence behavior. • identify general function of each body system. • identify possible dangers that are associated with the internet. • review how and where to get help in emergency situations. • identify different ways students may be able to assist in an emergency. • review the importance of telling a parent or another trusted adult about uncomfortable feelings. • review their fire escape plan. • describe their family rules for being alone (home alone, walking home, getting off bus, etc.). • understand that people can have conflicting feelings • understand that everyone is different • hold a conversation in a friendly way. • resist peer pressure using assertive refusal skills • resist the impulse to lie. • apply the anger management process to deal with an accusation. • identify positive responses for dealing with disappointment. • identify a list of adults that you can go to for help if you feel angry, anxious or sad. 		
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Content Outline

- I. [Unit 1](#) - Substance Abuse
- II. [Unit 2](#) - Wellness
- III. [Unit 3](#) - Family Life and Human Growth and Development
- IV. [Unit 4](#) - Safety and Accident Prevention
- V. [Unit 5](#) - Violence Prevention

Standards

[State of Connecticut Curriculum Frameworks](#)

Connecticut State Health Standards are met in the following areas:

- *Core Concepts*
- *Accessing Health Information and Resources*
- *Self-Management of Healthy Behaviors*
- *Analyzing Internal and External Influences*
- *Communication Skills*
- *Decision-Making Skills*
- *Goal-Setting Skills*
- *Advocacy*

Pacing Guide - Elementary

Pacing Guide - Elementary									
1st Marking Period				2nd Marking Period			3rd Marking Period		
September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 2			Unit 3		Unit 4		Unit 5	
<u>Substance Abuse</u>	<u>Wellness</u>			<u>Family Life and Human Growth and Development</u>		<u>Safety and Accident Prevention</u>		<u>Violence Prevention</u>	
6 weeks	8 weeks			5 weeks		6 weeks		6 weeks	

Unit 1 – Substance Abuse, 6 weeks [top](#)

Standards

Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Students will:

- E 3.4 Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions.

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- E.5.9 Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist when appropriate.

Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Students will:

- E 6.1 Demonstrate the ability to apply a decision-making process to enhance health.

Goal-Setting Skills

Students will use goal-setting skills to enhance health.

Students will:

- E 7.1 Demonstrate the ability to apply the goal- setting process to enhance health.

Unit Objectives

Students will be able to:

- describe effects of cigarette smoke.
- define drugs.
- review how alcohol and tobacco use affects body and mind.
- define the concept of risk.

Essential Questions

- What can I do to avoid or reduce health risks?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- How can communication enhance my personal health?

Focus Questions

- Who are people we could ask for health information and how do we know these people would give us true information?
- How does cigarette smoke harm the smoker and

Skill Objectives

Students will:

- identify credible sources of health information.
- identify elements of decision making.
- illustrate decision making steps to use in problem solving.
- identify characteristics of friends.
- identify how to support their friends not to use tobacco or alcohol.

	<p>all the people around him/her?</p> <ul style="list-style-type: none">• What is the definition of drug and could alcohol and tobacco be considered a drug?• What does alcohol and tobacco do to the body and mind and how would these effects hurt their future goals?• When faced with a problem how do we identify appropriate steps in order to make a decision?• What qualities do we look for in a friend and how can we support our friends to make healthy decisions?	
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Unit 2 – Wellness, 8 weeks [top](#)

Standards

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- E.2.1 Demonstrate the ability to locate valid health information, products and services.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- E.8.1 Describe a variety of methods to convey accurate health information, concepts and skills.
- E.8.4 Describe ways to encourage and support others in making positive health choices.

Unit Objectives

Students will be able to:

- describe the effect food has on fitness and growth.
- review food guide pyramid and foods that would fall under each category.
- explain that a variety of factors influence food selection.
- review steps to prevent getting diseases (i.e. good hygiene).
- explain the importance of keeping their body and clothing clean.
- review what a tick looks like, list animals that carry ticks, identify safe areas and dress for outdoor play and steps to follow if a tick is found on the body.
- describe the transmission of Lyme Disease and recognize its signs and symptoms.
- describe the stresses families have in today's society.

Essential Questions

- How and where do I find information, products and resources?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- How does food help our fitness and growth?
- What are the different categories in the Food Guide Pyramid?
- What does a well balanced meal look like and what foods can I use to create a well balanced breakfast and lunch?
- What factors influence our food selection? (i.e. friends, parents, advertisements)
- What is the difference between infectious and non infectious diseases?
- What is good hygiene?
- How much activity should we get according to the Food Guide Pyramid?
- How does practicing good hygiene keep me from developing diseases that others may have?
- How do germs spread from person to person and why do I need to make sure that my body and

Skill Objectives

Students will:

- identify foods to create a well balanced breakfast and lunch
- set a goal to improve personal food choices.
- identify infectious vs. non-infectious diseases.
- identify steps to keep themselves clean.
- identify various sources of health information for children.
- identify how to deal with those stresses.

	<p>clothes are clean?</p> <ul style="list-style-type: none">• What are the necessary steps I need to make sure that I am clean?• Where can I go, if I have a question about being healthy? (parents, teachers, nurses, doctors) Why shouldn't I listen to my peers about certain information?• What are some stresses families may have in today's society and how may a child deal with some of those stresses if it effects my family? (i.e. divorce, domestic violence, moving, addiction, death, money problems, etc.)	
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Unit 3 – Family Life and Human Growth and Development, 5 weeks [top](#)

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- E.1.8 Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems.

Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

Students will:

- E.4.1 Describe how family and culture influence personal health behaviors.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- E.8.3 Identify and describe community agencies that advocate for healthy individuals, families and communities.

Unit Objectives

Students will be able to:

- describe how growth and development influence behavior.

Essential Questions

- What do I need to know to stay healthy?
- What influences my healthy behaviors and decisions?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- How am I changing physically, mentally/emotionally, and socially?
- How do the changes I'm experiencing affect my behavior?
- What are the body systems and how do they function?
- Who is my support system?
- How are families a support system

Skill Objectives

Students will:

- identify different types of changes that occur as we grow up (physical, mental/emotional, and social).
- identify general function of each body system.

Unit 4 – Safety and Accident Prevention, 6 weeks [top](#)

Standards

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- E.2.2 Demonstrate the ability to locate resources from home, school and community that provide valid health information.

Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Students will:

- E.6.2 Explain when to ask for assistance in making health related decisions.

Unit Objectives

Students will be able to:

- review how and where to get help in emergency situations.
- review the importance of telling a parent or another trusted adult about uncomfortable feelings.
- review their fire escape plan.

Essential Questions

- How and where do I find information, products and resources?
- How do I make good decisions to keep myself healthy?

Focus Questions

- What are positive uses for the internet?
- What are some situations that might put me in danger on the internet?
- Who would I go to if there was an emergency?
- How could I help in an emergency situation?
- What is my escape route from my house if there is a fire?
- What are the important safety rules if I am alone without my parent/guardian?

Skill Objectives

Students will:

- identify possible dangers that are associated with the internet.
- identify different ways students may be able to assist in an emergency
- describe their family rules for being alone (home alone, walking home, getting off bus, etc.).

Unit 5 – Violence Prevention, 6 weeks [top](#)

Standards

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- E.5.7 Demonstrate avoidance and refusal skills to enhance health.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- E.8.5 Identify ways to work cooperatively in small groups when advocating for healthy individuals, families and schools.

Unit Objectives

Students will be able to:

- understand that people can have conflicting feelings
- understand that everyone is different

Essential Questions

- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- How do we feel about different situations?
- How are we all different and how are we similar?
- What is an appropriate tone and manner for a friendly conversation?
- What are ways to say no to “peer pressure”?
- What are ways to tell the truth in uncomfortable situations?
- How can we respond to an accusation without making the situation worse?
- If I am disappointed how can I respond in a positive way?

Skill Objectives

Students will:

- hold a conversation in a friendly way.
- resist peer pressure using assertive refusal skills
- resist the impulse to lie.
- apply the anger management process to deal with an accusation.
- identify positive responses for dealing with disappointment.
- identify a list of adults that you can go to for help if you feel angry, anxious or sad.