

3rd Grade Health

Instructional Focus One: Students will comprehend concepts related to health promotion and disease prevention to enhance health. The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This instructional focus includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Key- N=National Standard, A= Alaska State Standard, L= Local Standard

Standard	Objective	Topic	Examples
N.1.5.1 Describe the relationship between healthy behaviors and personal health.	Students will: <ul style="list-style-type: none"> Describe how healthy decisions now will benefit personal health later in life 	Personal Health and Wellness	Understanding impact and/or consequences of choices: <ul style="list-style-type: none"> If I don't smoke, I'll do better in track. If I eat poorly, I'll feel tired and gain weight. If I eat healthy, balanced meals, I'll have energy to be active and strong.
N.1.5.4 Describe ways to prevent common childhood injuries and health problems.	Students will: <ul style="list-style-type: none"> List types of injuries and health problems that elementary kids encounter 	Safety and Prevention	<ul style="list-style-type: none"> Make a T-chart of activities and brainstorm "Types of Injuries" and "Preventative Measures"
N.1.5.5 Describe when it is important to seek health care.	Students will: <ul style="list-style-type: none"> Differentiate between levels of injury and the need for health care 	Emotional, Mental, and Social Health	<ul style="list-style-type: none"> Brainstorm various health care needs and where to go for assistance. Collaborative groups assess a variety of scenarios and determine what health care is needed.
A.2 Understand how the human body is affected by behaviors related to personal hygiene, eating habits and physical fitness.	Students will: <ul style="list-style-type: none"> Identify, compare, and contrast effects of healthy vs. unhealthy eating Identify, compare, and contrast effects of active vs. inactive lifestyles Identify personal responsibility for hygiene 	Nutrition, hygiene, and Physical Activity	<ul style="list-style-type: none"> Create Venn diagram to identify and compare effects of: <ul style="list-style-type: none"> eating healthy vs. unhealthy active vs. inactive lifestyles Create sample meal menus for breakfast, lunch, dinner. List ways to prevent communicable diseases
L Understand the intention of advertising and how it may influence food and beverage choices.	Students will: <ul style="list-style-type: none"> Analyze strategies used to advertise food and beverage products and how it impacts behaviors and choices 	Nutrition and Physical Activity	<ul style="list-style-type: none"> View and discuss sample of commercials aired during popular youth TV shows to identify products, implied lifestyles, implied nutritional value, etc. Students keep tally of commercials seen and heard promoting sodas, treats, fast food, etc., and compare with promotion of healthier choices (fewer) and how it makes them feel (i.e., does it create a demand/desire for the product?)

Instructional Focus Two: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Health is affected by a variety of positive and negative influences within society. This instructional focus focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.
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Standard	Objective	Topic	Examples
N.2.5.3 Identify how peers can influence healthy and unhealthy behaviors.	Students will: <ul style="list-style-type: none"> Describe healthy and unhealthy peer influences on common situations 	Safety and Prevention	Role-play scenarios, first with unhealthy behaviors, then brainstorm and show how to manage tough situations using positive behaviors. <ul style="list-style-type: none"> Ways to change or stop bullying, teasing, or inappropriate choices Practice refusal skills with peers

Instructional Focus Three: Students will demonstrate the ability to access valid information, products, and services to enhance health. Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This instructional focus focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.
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Standard	Objective	Topic	Examples
N.3.2.1 Identify trusted adults and professionals who can help promote health.	Students will: <ul style="list-style-type: none"> Describe situations that need to be reported to a trusted adult or health professional 	Emotional, Mental, and Social Health	<ul style="list-style-type: none"> List trusted adults and professionals that are knowledgeable in particular areas of health (social, emotional, mental) or that can help find the proper authority for relief.

Instructional Focus Four: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Effective communication enhances personal, family, and community health. This instructional focus focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.
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Standard	Objective	Topic	Examples
N.4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.	Students will: <ul style="list-style-type: none"> Describe the difference between bullying and teasing Identify positive social behaviors that help prevent bullying, teasing, and violence 	Safety and Prevention	Role-play bullying and teasing and brainstorm ways to problem solve using positive response/action <ul style="list-style-type: none"> I-statements Non-violent ways to manage anger Self-control Positive self-talk
N.4.5.4 Demonstrate how to ask for assistance to enhance health of self and others.	Students will: <ul style="list-style-type: none"> Recognize unique talents and skills of peers, and be able to list characteristics of positive friendships and role models 	Emotional, Mental, and Social Health	<ul style="list-style-type: none"> Students create and present themselves in a personal advertisement illustrating talents, skills, and personality List ways people can help each other Understand how to determine when people need help Role-play asking for help

Instructional Focus Five: Students will demonstrate the ability to use decision-making skills to enhance health.

Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This instructional focus includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

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Standard	Objective	Topic	Examples
N.5.5.2 Analyze when assistance is needed in making a health-related decision.	Students will: <ul style="list-style-type: none"> • Categorize health problems and determine level of urgency • Identify situations that threaten personal safety • Distinguish between safe and unsafe touches and secrets 	Personal Health and Wellness Safety and Prevention	<ul style="list-style-type: none"> • Create decision-making flow chart(s): Situation, Immediacy, Health Expert • Team decision-making game responding to scenarios • Practice refusal skills to avoid risky situations involving personal safety • Identify trusted adults • Alaska Safe Children’s Act
N.5.5.5 Choose a healthy option when making a decision.	Students will: <ul style="list-style-type: none"> • Choose from a list of options that represent healthy decisions. 	Personal Health and Wellness	<ul style="list-style-type: none"> • Provide a list of either/or statements • Discuss decisions regarding balanced options (e.g., if you eat a donut in the morning then you are done with sweet treats for the day) • Students enact scripts that model self- control and self-talk in various situations

Instructional Focus Seven: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This instructional focus promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

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Standard	Objective	Topic	Examples
N.7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.	Students will: <ul style="list-style-type: none"> • Identify examples and healthy alternatives to dangerous or risky behaviors that can lead to injuries, physical fighting, and violence • Identify how drugs, alcohol, tobacco, cannabis, and vaping are harmful to the body • Practice refusal skills 	Safety and Prevention	<ul style="list-style-type: none"> • T-chart: “Behavior” and “Prevention” • Anti-bullying and bystander • Understanding proactive choices