

Granite School District  
3<sup>rd</sup> Grade Health Curriculum Map

	<b>Core Standards/Objectives Enduring Understanding</b>	<b>Skills</b>	<b>Concepts/Content Vocabulary</b>	<b>Essential Questions</b>
<b>Day 1 Thru 26</b>	<p><u>Enduring Understanding:</u> Students learn about mental and emotional health. Topics covered include well-being, good character, and responsible decision making.</p>	<p>Talk about ways to improve my mental health and manage stress Communicate the outcomes of completing responsibilities Recognize how my acceptance of myself and others is important for the development of a positive attitudes Explain how good decision making helps me complete my responsibilities.</p>	<p>Apologize, attitude, emotion, good character, harmful stress, values, healthful stress, respect, rule, self-concept, self-control, stress, heredity, I-message, life skill, personality</p>	<p>What are the three parts of health? How choosing healthful behaviors protects your health How choosing risk behaviors can harm your health What are ten life skills that can help you take responsibility for your health What makes you special How to share emotions in healthful ways How to use I-messages Ways to stay in a good mood What are six traits of good character How to show respect and what to do if you do something wrong Ways to manage your stress What effect stressors have on your body</p>
	<p>Standard I/Objectives: Emphasis Concepts The students will learn ways to improve mental health and manage stress.</p> <p>○* Identify personal responsibilities</p> <ul style="list-style-type: none"> <li>• Predict the consequences of neglecting responsibilities, e.g., increased stress</li> <li>• Report the outcomes of completing responsibilities, e.g., feeling good</li> <li>• Determine the benefits of accepting self and others.</li> <li>• Determine the benefits of having positive attitudes</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			<b>Learning Extensions</b>
	<p>Students write letters expressing their feelings to a friend who has moved away, or Apologize Students work in pairs to write skits about following rules, or stressful situations.</p>			<p>Sunburst videos: Respect: It's up to you Real Kids: Handling Anger What is courage? Stress: I can handle it Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a></p>

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<b>Day 27 Thru 53</b>	<p><u>Enduring Understanding:</u> Students learn about the safe use of over-the counter and prescription medicine. They learn about the harmful effects of alcohol, tobacco, and other legal and illegal drugs on the body. They also learn how to say “no” when someone offers them alcohol, tobacco, or other drugs</p>	<p>Ways medicines can help health How prescription and OTC medicines differ What safety rules to follow for using medicines Ways that alcohol affects physical health Ways that alcohol affects how a person thinks feels, and acts Ways to say no to drinking alcohol How smoking and smokeless tobacco harm health Ways secondhand tobacco smoke harms health Ways ads try to get people to use tobacco Ways to say no to tobacco use How illegal drugs use can harm health</p>	<p>Alcohol, crack, cocaine, dependence, drug, drug abuse, drug misuse, medicine, nicotine, over-the-counter medicine, Prescription medicine, secondhand smoke, tobacco</p>	<p>Talk about behaviors that will reduce my risk of substance abuse Identify the health impacts of both short- and long-term alcohol and tobacco use Describe the effects of passive smoke Explain the financial impact of alcohol and tobacco use Communicate how building relationships with helpful people can be beneficial</p>
	<p><b>Standard II/Objectives: Emphasis Concepts</b> The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.</p> <p>Using medicines safely</p> <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Tobacco</li> <li>• Other drugs</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			<b>Learning Extensions</b>
	<p>Ask your school librarian to help you find magazines that have tobacco and alcohol advertisements in them. Look at the advertisements. How do the advertisements encourage smoking and drinking? Make a pamphlet about the harmful effects of tobacco use to share with others. List the types of diseases tobacco smoke can cause and reasons you should not smoke.</p>			<p>Sunburst videos: What about tobacco Content transparencies Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a></p>

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<b>Day 54 Thru 79</b>	<p><u>Enduring Understanding:</u> Students learn how their bodies grow and develop as they become older. They also learn about the organization of the human body and how body system work</p>	<p>You will learn about the stages of the life cycle. About signs that show your body is changing. How you body grows. You will learn about the way your muscles work. What your bones do. Ways to care for muscles and bones How to care for your heart and lungs</p>	<p>Adolescence, body system, brain, digestion, heart, joint, life cycle, lungs, muscle, nerve cells, oxygen, puberty, skeleton, tissue</p>	<ul style="list-style-type: none"> <li>• Name the major body systems and their basic functions</li> <li>• Describe the skeletal and muscular system</li> <li>• Demonstrate ways to strengthen the skeletal and muscular systems</li> <li>• Examine the benefits of healthy relationships, among peers, family, and community members</li> <li>• Demonstrate ways to avoid, manage, or escape risk</li> </ul>
	<p>Standard III/Objectives: Emphasis Concepts The students will understand and respect self and others related to human development and relationships</p> <p>○ Growing and changing</p> <ul style="list-style-type: none"> <li>• Your muscles and bones</li> <li>• Your heart and lungs</li> <li>• Your digestive system</li> <li>• Your senses and nervous system</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			<b>Learning Extensions</b>
	<p>Direct students to make a poster listing and illustrating body, muscles, bones Have students make a time line that shows the changes that occur between birth and childhood</p>			<p>Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for activities, games, and teacher support</p>

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<b>Day 80 Thru 107</b>	<p><u>Enduring Understanding:</u> Students learn behaviors that help reduce their risk of contracting and spreading communicable and chronic diseases</p>	<p>You will learn what causes diseases. Ways to prevent the spread of diseases. How to treat flu, cold, and strep throat. Ways the body keeps germs out. How the immune system fights disease. About chronic diseases, ways to prevent chronic diseases. Ways to show care, concern, and respect for people with special needs.</p>	<p>Allergy, antibodies, asthma, bacteria, cancer, chronic disease, communicable disease, diabetes, fever, germs, immune system, medicine, symptoms, vaccine, virus</p>	<p>Explain the relationship between health promotion and disease prevention. Tell why HIV is difficult to contract and usually does not affect children. List ways that people cannot contract HIV. List reasons to avoid contract with blood or other body fluids. Demonstrate proper personal hygiene and universal precautions to avoid disease. Explain the proper procedure to follow in the event of a blood spill.</p>
	<p>Standard IV/Objectives: Emphasis Concepts The student will understand concepts related to health promotion and disease prevention</p> <ul style="list-style-type: none"> <li>○ Diseases that spread</li> <li>• Fighting disease</li> <li>• Chronic diseases</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			
	<p>Have students survey their homes, magazines, supermarkets, and pharmacies with their parents or guardians to find products that claim to kill germs and bacteria. Have them make a chart or poster to show their findings. Have students work in pairs to produce booklets that tell others about ways to keep food safe to eat. Have students make a two column chart. They should title the left column, Ways diseases spread. They should title the right column, Ways to protect yourself.</p>			<p>Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for activities, and games.</p>

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<b>Day 108 Thru 134</b>	<p><u>Enduring Understanding:</u> Students learn behaviors that help reduce their risk of violence and injury. Topics covered include indoor and outdoor safety, protecting oneself from violence, and handling emergency situations</p>	<p>You will learn how to prevent falls, how to prevent fires. Ways to avoid injury from poisons. What computer safety means. How to keep safe around cars and buses. Safety rules when walking biking, skating, and riding a scooter. How to keep safe around water. You will learn how to stay safe outdoors. How to stay safe in bad weather. You will learn how to stay safe at home. How to stay safe around strangers. What is an unsafe touch? Ways that you can stay safe from a gang. Why you should not pretend to have a weapon. What to do if you find a weapon.</p>	<p>Accident, earthquake, emergency, fire escape plan, first aid, flood, gang, injury, hazard, poison, seat belt, strangers, thunderstorm, tornado, violence, weapon</p>	<p>Describe procures to allow in case of fire, flood, earthquakes, and electrical shock. Predict problems of using and being around machines. Explain how caresses, hurrying, anger, and upset feelings may increase the chance of having an accident. List reason for treating animals with respect and kindness.</p>
	<p>Standard V/Objectives: Emphasis Concepts</p> <p> The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.</p> <ul style="list-style-type: none"> <li>• Indoor safety</li> <li>• Safety on the go</li> <li>• Safe in wind and weather</li> <li>• Staying safe around people</li> <li>• Staying safe from violence</li> <li>• Emergencies</li> <li>• How to give first aid</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			
	<p>Have students write a paragraph about what they discovered about fire safety while they worked on their home fire escape plans. Have students divide into teams to play a game of charades. One team acts out safety precautions for an activity while the other team tries to guess the activity. Have students make a pamphlet listing safety tips for one of these events: a thunderstorm, a tornado, and a flood. Have students write and act out a skit that tells what to do if approached by a stranger.</p>			<p>Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for activities, games.</p>

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<b>Day 135 Thru 151</b>	<p><u>Enduring Understanding:</u> Students learn behaviors that help them choose healthful meals and snacks. Topics covered include nutrients, the MyPyramid, the Dietary Guidelines, Nutrition Facts Labels, and food safety.</p>	<p>What nutrients your body needs What food are in food groups How to use mypyramid to make healthful food choices Do you know about the dietary guidelines Can choose healthful meals and snacks What influences your food choices What facts are found on food labels? How food can be kept safe How kitchen safety and table manners keep you safe.</p>	<p>Diet, Dietary Guidelines, Energy, MyPyramid, food labels, ingredient, nutrient, snack, spoiled, vitamin.</p>	<p>Record daily food intake Determine a balanced diet based on the food guide pyramid Identify nutrient groups; i.e., proteins, fats, water, carbohydrates, vitamins, minerals. Identify common reasons for dieting. Measure heart rate Record the results of participation in aerobic, strength, endurance, and flexibility testing.</p>
	<p>Standards VI/Objectives: Emphasis Concepts The students will understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.</p> <p>Why you need food</p> <ul style="list-style-type: none"> <li>• The Dietary Guidelines</li> <li>• Choosing healthful meals and snacks</li> <li>• Food safety</li> <li>• How to follow the Dietary Guidelines</li> <li>• What influences your food choices</li> <li>• What facts are found on food labels</li> <li>• How to plan a menu for a healthful meal</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			<b>Learning Extensions</b>
	<p>Have students list all the foods they eat in one day. Then have them identify the food group to which each food on their lists belongs. Have students track all their meals for one week. At the end of the week, ask them to compare their daily meals with mypyramid. Ask students to list ten favorite snacks. Then have them use the dietary guidelines to cross out the unhealthful snacks on their lists. Ask students to compare the pictures and phrases on a package with how the food actually looks and information from its nutrition label.</p>			<p>Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for activities, and games.</p>

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<b>Day 152 Thru 178</b>	<p><u>Enduring Understanding:</u> Students learn how to be responsible and active members of their community as well as how to identify local health helpers.</p>	<p>You will learn ways to be a consumer. Ways to get health information. How you can check out commercials for health products. You will learn where health helpers work. What health helpers do? You will learn different kinds of healthful community activities. Ways to organize your time and your money.</p>	<p>Clinic, Community, consumer, health department, health helper, hospital, internet, media, reliable information.</p>	<p>Identify the needs of a community. Examine situations when people or groups assist communities. Plan, implement, and report on community services. List various health services. Define the role of each service. Identify situations in which the health services can or should be accessed.</p>
	<p>Standard VII/Objectives: Emphasis Concepts The students will understand the value of service and effective consumer practices.</p> <ul style="list-style-type: none"> <li>○ Be a health wise consumer</li> <li>• Community health helpers</li> <li>• Be an active community member</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			<b>Learning Extensions</b>
	<p>Have students work in pairs to create a brochure with the title “Where I can find reliable health information”. Under each source explain where it was found and the type of information it provides. Ask students to list the names addresses, and phone numbers of the places their family goes to for health care services. Have students obtain from a parent a record of the shots they got before they started school. Ask students to think of a healthful activity they can do that would benefit them personally and also benefit the community.</p>			<p>Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for activities, and games.</p>