



## Third Grade Health Pacing Guide


2016-2017

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p>Health SOLs are taught on a daily basis through the activities done in physical education (e.g., social skills, active lifestyle, following rules, safety, germs).</p> <p><b><u>Essential Health Concepts</u></b></p> <p>3.1 The student will explain that health habits and practices impact personal growth and development.</p> <p>a) Identify the major structures and functions of the digestive system.</p> <p>b) Describe why digestion is important and how the body uses digested food molecules.</p> <p>c) Explain the importance of water and healthy food choices for digestion and body function.</p> <p>d) Identify healthy food and beverage choices based on nutritional content.</p> <p>e) Describe the benefits of physical activity and personal fitness.</p> <p>f) Describe the benefits of getting enough sleep.</p> <p>g) Define and describe noncommunicable diseases.</p> <p>h) Describe proper and improper use of prescription and nonprescription medications.</p> <p>i) Identify body systems affected by the use of alcohol, tobacco, inhalants, and other drugs.</p> <p>j) Explain safety rules at home, at school, and in the community.</p> <p>k) Create strategies for personal safety when home alone, out in the neighborhood and community, online, and caring for others.</p>			

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<p>l) Recognize safe and harmful behaviors.</p> <p>m) Identify the steps for goal setting to adopt positive health practices.</p> <p>n) Describe emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers, and losing a loved one.</p> <p>o) Describe positive interaction with family, peers, and other individuals.</p> <p>p) Identify refusal skills and how to communicate directly, respectfully, and assertively.</p> <p>q) Describe behaviors that may cause the loss of a friend (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).</p> <p>r) Explain the difference between bullying and conflict.</p> <p>s) Identify positive ways to communicate and the benefits of having positive relationships with family and friends.</p> <p><b><u>Healthy Decisions</u></b></p> <p>3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.</p> <p>a) Evaluate how physical activity and healthy food and beverage choices impact personal health.</p> <p>b) Determine when and how much water to drink to keep the body hydrated.</p>			



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<ul style="list-style-type: none"> <li>c) Compare proper and improper use of prescription and nonprescription medicines.</li> <li>d) Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.</li> <li>e) Analyze the harmful short- and long-term effects of alcohol, tobacco, common household inhalants, and other drugs on body systems.</li> <li>f) Describe refusal skills when pressured to use alcohol, tobacco, inhalants, or other drugs.</li> <li>g) Explain the importance of following safety rules at home, at school, in the community, and when riding in a motor vehicle.</li> <li>h) Explain appropriate protective gear when engaged in physical activities such as cycling, rollerblading, skateboarding, and water sports.</li> <li>i) List the benefits of goal setting for personal health.</li> <li>j) Describe strategies for solving problems related to health.</li> <li>k) Identify how emotions such as happiness, fear, sadness, excitement, anger, and loneliness can be expressed positively or negatively.</li> <li>l) Identify the process of resolving conflicts peacefully.</li> <li>m) Analyze how reducing, reusing, and recycling products promotes a healthier environment.</li> </ul>			

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<p><b><u>Advocacy and Health Promotion</u></b></p> <p>3.3 The student will promote health and safety at school and at home.</p> <ul style="list-style-type: none"> <li>a) Evaluate the role of the digestive system in providing energy for the body.</li> <li>b) Develop a plan to meet the recommended physical activity guidelines of 60 minutes a day.</li> <li>c) Identify ways in which health care has improved as a result of technology.</li> <li>d) Create a health message about the proper use of prescription and nonprescription medications.</li> <li>e) Describe the effects of nicotine, alcohol, and other drugs on body systems.</li> <li>f) Encourage others not to use alcohol, tobacco, inhalants, or other drugs.</li> <li>g) Explain the effects of mind-altering drugs on behavior.</li> <li>h) Discuss and develop a family safety plan to prevent home, transportation, and recreational injuries.</li> <li>i) Demonstrate the use of refusal skills to counter negative influences.</li> <li>j) Design effective strategies for expressing and managing emotions, which may include physical activity, talking about feelings, reading, or creative expressions such as writing, art, music, and dance.</li> <li>k) Evaluate strategies to prevent bullying behaviors, using conflict-resolution skills.</li> <li>l) Describe how to report bullying, how to advocate for self appropriately if bullied, and how to support mistreated students.</li> </ul>			

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<p>m) Demonstrate positive ways to communicate with family and friends.</p> <p>n) Apply goal-setting strategies to make and keep friends.</p> <p>o) Demonstrate effective verbal communication skills, awareness of the attitudes, feelings, and opinions of others, appropriate language and behavior, sharing, and reciprocal helping behavior to make and keep friends.</p> <p>p) Practice positive interactions with family, peers, and others to promote personal health.</p> <p>q) Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.</p> <p>r) Practice disaster-preparedness procedures at home and at school.</p>			