

# Grades 3, 4

Adopted 2008

## Alcohol, Tobacco, and Other Drugs (ATOD)

**HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.**

- a. Describe strategies to avoid exposure to second-hand smoke.
  - b. Identify rules for safe use of medicines at home and school.
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**HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.**

- a. Describe the short and long-term effects of using tobacco and alcohol and being exposed to tobacco smoke.
  - b. Describe the benefits of not using alcohol and tobacco and the problems associated with their use, including addiction.
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**HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.**

- a. Analyze how advertising and marketing attempts to influence initiation of alcohol, tobacco, and drug behaviors.
  - b. Explain how family and peers can influence choices about using alcohol and other drugs.
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**HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.**

- a. Demonstrate appropriate communication skills (e.g., verbal and nonverbal ways to refuse alcohol and tobacco).
  - b. Demonstrate the ability to influence and support others in making positive health choices.
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**HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.**

- a. Evaluate decisions and the impact on their health (e.g., how decisions to use tobacco or alcohol can impact relationships with family and friends).
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## Family, Social and Sexual Health (FSSH)

**HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.**

- a. Describe how to be a responsible friend and family member.
  - b. Demonstrate ways to show care consideration, and respect for self and others.
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**HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.**

- a. Explain the benefits of positive friendships and family relationships.
  - b. Identify ways family and friend help meet physical, emotional, and social health.
  - c. Identify basic male and female reproductive body parts and their functions.
  - d. Describe physical and emotional changes that occur during puberty.
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**HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.**

- a. Analyze how friends, older students, family member and others influence behaviors.
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**HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.**

- a. Describe how to seek adult advice and help about personal health issues.
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**HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.**

- a. Identify communication skills to build and maintain healthy relationships.
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**HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.**

- a. Apply the decision-making process to health issues and problems with friends or others.
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## Mental and Emotional Health (MEH)

**HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.**

- a. Identify positive strategies to reduce stress and manage strong feelings.
- b. Demonstrate ways to show care, consideration and respect for self and others, including how to help others and acceptance of differences.

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**HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.**

- a. Identify indicators or characteristics of mental and emotional health during childhood.
  - b. Identify stressors and the affects on how the body works.
  - c. Identify personal strengths and assets.
  - d. Describe the characteristics of positive role models.
  - e. Describe the effects of teasing and bullying on others.
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**HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.**

- a. Analyze ways that peers and family influence feelings, behavior and well-being.
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**HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.**

- a. Identify individuals who can provide support and help solve problems.
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**HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.**

- a. Use appropriate communication skills to express emotions and appreciation for self and others.
  - b. Demonstrate the ability to use listening skills to support others and understand their feelings.
  - c. Apply mediation and conflict resolution skills.
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**HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.**

- a. Demonstrate the ability to apply the decision-making process to health issues and problems.
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**Nutrition and Physical Activity (NPA)**

**HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.**

- a. Choose a variety of healthy foods in appropriate portions.
- b. Identify protective behaviors and strategies to avoid unhealthy situations (e.g., preparing and storing food in a safe and sanitary way).
- c. Compare behaviors that are safe to those that are risky or harmful (e.g., the use of protective equipment for physical activity and sports).
- d. Identify strategies for engaging in physical activity each day a minimum of 40 minutes.

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**HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.**

- a. Identify and classify foods, including recommended amounts to eat according to MyPyramid.
- b. Identify major nutrients supplied by food groups necessary for growth and maintenance.
- c. Describe strategies to improve or maintain personal health (e.g., choosing a variety of ways to be physically active).
- d. Explain the importance of a safe environment and the use of protective equipment for physical activity and sports.

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**HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.**

- a. Analyze how family, school and media influence eating habits and physical activity choices.

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**HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.**

- a. Use the nutrition information on food labels to compare products.

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**HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.**

- a. Demonstrate how to ask for nutritious foods.

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**HE6: Goal Setting - Students will demonstrate the ability to set personal goals to enhance health.**

- a. Identify factors and resources to assist in achieving a personal health goal (e.g., being active before, during and after the school day).

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**HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.**

- a. Demonstrate the ability to apply the decision-making process to health issues (e.g., using information on food labels to make decisions about food, creating balanced meals using the MyPyramid).

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**Personal Health and Wellness (PHW)**

**HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.**

- a. Describe strategies to improve or maintain personal health and well-being (e.g., daily hygiene practices, sun protection, dental health, sleep).

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**HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.**

- a. Explain how childhood illness can be prevented and treated, including common health problems that should be detected and treated early.
- b. Describe the basic structure, functions and care of the human body systems (e.g., how they are interrelated, how they fight disease).

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**HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.**

- a. Identify characteristics of valid health information and health-promoting products and services.
- b. Demonstrate ways to locate school and community resources that provide health services to individuals and families (e.g., HMOs, clinics, substance abuse treatment centers).

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**Violence and Injury Prevention (VIP)**

**HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.**

- a. Identify protective behaviors and strategies to avoid/manage unhealthy or dangerous situations (e.g., seat belts, protective equipment, adverse weather conditions, and rules).
- b. Apply strategies to stay safe around traffic, water, fire, weapons or other safety hazards.
- c. Apply strategies to stay safe when home alone or using the Internet.
- d. Demonstrate strategies to get away and get help in situations involving inappropriate touch or personal safety.
- e. Explain what to do if you or someone else is being teased or bullied.
- f. Demonstrate how to call 911 or other emergency numbers and provide appropriate information.
- g. Demonstrate basic first aid procedures.

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**HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.**

- a. Compare behaviors that are safe to those that are risky or harmful (e.g., bicycle and other sport activities, riding in vehicles, handling weapons, fire, appropriate/inappropriate touch).
- b. Describe characteristics of safe and unsafe places, including being home alone and using the Internet.
- c. Explain the difference between bullying and teasing.

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**HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.**

- a. Analyze how advertising and media influences the initiation of risky behaviors.

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**HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.**

- a. Identify safe people and places to go if feeling unsafe or threatened (e.g., police, fire department, school counselor).
- b. Identify characteristics of valid health information and services that promote health and safety.

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**HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.**

- a. Use appropriate communication (e.g., refusal skills, asking for help, "I" messages) and listening skills to enhance health and safety for self and others.
- b. Demonstrate basic conflict resolution techniques.
- c. Use effective communication skills to confront bullying and teasing.
- d. Express intentions to stop bullying as a bystander, perpetrator, or victim.