Health Grade 3 Scope & Sequence

| Days | Unit | Standard(s)/Outcome(s) | Essential/Guiding Questions |
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| | <u>Disease</u> <u>Prevention</u> and <u>Control:</u> | Describe ways to prevent the spread of germs that cause infectious diseases. 1f.3.1 | Disease Prevention and Control Essential Questions: |
| | Disease Prevention | Recognize the benefits of personal health care practices. | What are ways to prevent the spread of germs that cause infectious diseases? |
| | Hygiene | 1f.3.2 | What are beneficial health care practices? |
| | Sun | Describe ways to prevent harmful effects of the sun. 1f.3.3 | How can I be safe in the sun? What are symptoms of common childhood diseases |
| | Diseases | Identify symptoms that are associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and others.1f.4.4 | and conditions? What are treatments of common childhood diseases and conditions? |
| | | | What are some prevention practices for common childhood diseases and infections? |
| | <u>Mental and</u> | | |

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| Emotional | Identify characteristics of | Mental and Emotional |
| | positive emotional health. 1a.3.1 | Health Essential Questions: |
| Health: | | |
| | Practice appropriate ways to | |
| Emotions | express emotions. 1a.3.2 | What does positive |
| | | emotional health look like? |
| | Describe your physical responses | |
| | to strong emotions. 1a.3.3 | What are some appropriate |
| | | ways to express emotions? |
| | | (Including strong emotions) |
| | Recognize and label a variety of | How can I recognize when |
| | complex emotions in self and | people are showing |
| Self and Social Awareness | others. 1a.3.4 | complex emotions? |
| Awareness | | |
| | Identify how personal choices | How can I recognize my |
| | and behaviors impact self- | own emotions? |
| | worth. 1a.3.5 . | |
| | | How do personal choices |
| | | impact behavior and self- |
| | | worth? |
| | | What does a healthy |
| | | relationship look like? |
| Deletionshins | Identify characteristics of | |
| Relationships | healthy relationships. 1a.3.6 | Who are the trusted adults |
| | | in your life? |
| | Identify how relationships | - |
| | and interactions with others | How can talking to a |
| | | |

| | affect emotions. 1a.3.7 | trusted adult benefit you? |
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| | | What are some stressors in your |
| | | |
| Trusted Adults | | |

| Stress and Anxiety Teasing, | Identify the benefits of talking with trusted adults about emotions. 1a.3.8 | life? What is the difference between bullying, teasing, and conflict? |
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| bullying, harassment, discrimination, and violence | Identify personal stressors. 1a.3.9 | What should you do if you or someone you know is being bullied? |
| | Describe the difference between bullying, teasing, and conflict. 1a.3.10 | How can conflict, discrimination, and violence impact a person's mental and emotional health? |
| | Describe what to do if you or someone else is being bullied. 1a.3.11 | How can I manage strong emotions such as anger? |
| Body image Grief and Loss | Identify the impact of conflict, discrimination, and violence on mental and emotional health. 1a.3.12 | How do peers, media, family, society, and culture influence your body image? |
| | Identify nonviolent ways to manage anger. 1a.3.13 | |
| | Identify body image and how peers, media, family, society, and culture influence ideas about | |

| body. 1a.3.14 | |
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| | Identify feelings and emotions associated with loss and grief. 1a.3.15 | |
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| <u>Substance</u> <u>Abuse</u> <u>Prevention</u> | Summarize how to use medicines correctly. 1b.3.1 | <u>Substance Abuse</u> <u>Prevention</u> <u>Essential</u> <u>Questions:</u> |
| Medicine | Explain the harmful effects of alcohol and nicotine products, including electronic smoking | What are some rules for using medicine correctly? |
| Alcohol, nicotine products, caffeine, products | devices. 1b.3.2 Identify short and long-term effects of alcohol, nicotine, and caffeine. | What information does an over the counter and prescription medicine container give the consumer? |
| | | What are the harmful effects of alcohol? |
| | | What are the harmful effects of nicotine products? |
| | | What is caffeine? |

| | | How does caffeine affect the body? What products contain caffeine? |
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| <u>Healthy Eating:</u> Nutritious foods | Identify the food groups and nutritious food choices from each. | <u>Healthy Eating Essential</u> <u>Questions:</u> |
| and beverages | | What are the food groups? |

| Water | le.3.1 | What are nutritious food choices from each of the food |
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| | Identify the roles that nutrients play in a person's body. 1e.3.2 | groups? |
| | Describe the benefits of eating | What are nutrients? |
| Moderation and "all foods fit" | a variety of nutritious foods. 1e.3.3 | What do the nutrients do for the body? |
| | | What are the benefits of drinking water? |
| | State the benefits of drinking water versus other beverages. 1e.3.4 | What are the benefits of water versus other beverages? |
| | | What is the importance of consistent meals and |

| | Describe nutritious eating patterns and the importance of consistent meals and snacks. le.3.5 Explain the benefits of eating in moderation and in line with the idea that "all foods fit." le.3.6 | snacks? What are healthy examples of meals and snacks? What is the benefit of eating in moderation? How do various foods fit into your life? |
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| Safety and Violence | | Safety and Violence Prevention |

| Prevention: | Identify examples of dangerous | Unit Essential Questions: |
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| Safety and Injuries | or risky behaviors that might lead to injuries. 1d.3.1 Explain what to do if someone is injured or suddenly ill. 1d.3.2 | What are examples of risky behaviors that could lead to injuries? |
| | List ways to prevent injuries at home. 1d.3.3 | What should you do if someone is injured? |
| Accessing | | What should you do to help someone that is suddenly ill? |
| trusted adults | Explain the importance of sharing all information with parents, guardians, or trusted adults. 1d.3.4 | Why is it important to share information with trusted |
| Technology Safety | Identify words and actions that appropriately express affection or other positive feelings toward | adults? Who are your trusted adults? |
| | trusted adults and other important people or people of authority. 1d.3.5 | How can you express affection or other positive feelings |
| Boundaries and Consent | Identify examples of safe uses of technology. 1d.3.6 | toward trusted adults and other important people in your life? |
| | Explain age-appropriate privacy. 1d.3.7 | How can you use technology safely? |
| | | What does privacy mean? |

| | What is consent? |
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| Discrimination and violence | Define consent as people of all ages and abilities having the right to tell others not to touch their body when they do not want to be touched. 1d.3.8 | How can you set and respect healthy boundaries? What are your private |
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| | Demonstrate how to set and respect healthy boundaries while using technology and face-to-face. 1d.3.9 | parts? What is prejudice? What is discrimination? |
| Safety, abuse and assault | Identify parts of the body that are private on self and others. 1d.3.10 | What is bias? How can you avoid fighting and violence? What are some strategies to use when around strangers? |
| Bystander | Identify prejudice, discrimination, and bias. 1d.3.11 Explain strategies to avoid physical fighting and violence. 1d.3.12 | How can people in authority help or harm you? What is grooming? What are harassment, abuse, assault, and exploitation? |

| | Describe strategies to follow when approached by a stranger in a variety of situations. 1d.3.13 Explain how familiar people or | How can you be a positive bystander? Understand that it is never your fault if you are made to feel unsafe. |
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| intervention and compassion for victims | people in authority can help or harm children. 1d.3.14 Identify behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.3.15 | |
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| | Demonstrate how a positive bystander is able to access help from a police officer, teacher, nurse, school counselor, parent, guardian, or another trusted adult to help a friend who is feeling unsafe, uncomfortable, or disrespected. 1d.3.16 Explain that it is never a person's | |

| | fault if someone causes them to feel unsafe. 1d.3.17 | |
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| <u>Family Life and</u> <u>Human Sexuality</u> | Define consent as people of all ages and abilities having the right to tell others not to touch their | <u>Family life and Human</u> Sexuality Essential Questions: |
| Healthy Relationships and Consent | body when they do not want to be touched. 1c.3.1 Demonstrate ways to treat people of all gender | What is consent and how does it apply to your life? |
| Gender identity and expression | identities and expressions with dignity and respect. 1c.3.2 | How can you treat all people with dignity and respect? |

| Human Body Body Systems | Identify the function and parts of the skeletal system. | What is the function of the skeletal system? |
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| body Systems | Identify the function and parts of the circulatory system. | What are the parts of the skeletal system? |
| | Identify the function and parts of the digestive system. | What is the function of the circulatory system? |
| | Identify the function and parts of the digestive system. | What are the parts of the circulatory system? |
| | Identify the function and parts of the muscular system. | What is the function of the digestive system? |
| | Identify the function and parts of the respiratory system. | What are the parts of the digestive system? |
| | | What is the function of the muscular system? |
| | | What are the parts of the muscular system? |
| | | What is the function of the respiratory system? |

| | What are the parts of the respiratory system? |
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| | How can you take care of each of your body systems? each of |
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