

COMMUNITY UNIT SCHOOL DISTRICT 200

HEALTH CURRICULUM GRADE 3

**Subject Expectation
(State Goal 22)** **The student will understand principles of health promotion and the prevention and treatment of illness and injury.**

Essential Learning 1 (Learning Standard A)	Explain the basic principles of health promotion, illness prevention and safety
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Critical Content	22.A.2c	a. recognize practices for safety at home and in the community
	22.A.2c	b. identify safe practices for car safety and internet safety
	22.A.2c	c. identify strategies to reduce the risks associated with dangerous situations <i>such as</i> seat belts, helmets, evacuation or disaster plans and not touching another person's blood
	22.A.2b	d. identify healthy food choices

Essential Learning 2 (Learning Standard B)	Describe and explain the factors that influence health among individuals, groups and communities
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Essential Learning 3 (Learning Standard C)	Explain how the environment can affect health
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Essential Learning 4 *	Understand the health connection to other subjects <i>such as</i> social studies, science, physical education and the understanding of social emotional factors
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Grade Three Health Critical Content
Note: *such as* = an example used for clarification, but not a mandatory concept
including = a mandatory concept
· = exceeds state standards
· word = needs discussion/it's an addition

**Subject Expectation 2
(State Goal 23)**

The student will understand human body systems and factors that influence growth and development.

Essential Learning 1 (Learning Standard A)	Describe and explain the structure and functions of the human body systems and how they interrelate
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| Critical Content | 23.A.2 | a. identify the components of the skeletal system <i>including</i> the four functions of bones <ul style="list-style-type: none">• movement• protection• producing blood• structure |
| | 23.A.2 | b. identify the components of the skeletal system <i>including</i> joints, ligaments and tendons |
| | 23.A.2 | c. explore the muscular system <i>including</i> voluntary and involuntary muscles |
| | 23.A.2 | d. explore the digestive system and its major organs and functions |

Essential Learning 2 (Learning Standard B)	Explain the effects of health related actions on the body systems
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| Critical Content | 23.B.2 | a. recognize the components of the food pyramid and the positive and negative effects related to food choices on the body systems |
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Essential Learning 3 (Learning Standard C)	Describe factors that affect growth and development
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| Critical Content | 23.C.2b | a. recognize that living things grow and reproduce |
| | 23.C.2b | b. know that humans are mammals |
| | * | c. identify the differences and similarities in the life cycle of amphibians and mammals (especially humans) |
| | 23.C.2b | d. identify stages in growth and development <i>including</i> stages in life cycle from infancy, puberty and old age |
| | 23.C.2b | e. recognize that a male and female are necessary to form a fertilized egg |
| | * | f. recognize that parents are a resource to consult with questions about reproduction |

Essential Learning 4 *	Understand the health connection to other subjects <i>such as</i> social studies, science, physical education and the understanding of social emotional factors
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**Subject Expectation 3
(State Goal 24)**

The student will promote and enhance health and well being through the use of effective communication and decision-making skills.

Essential Learning 1 (Learning Standard A)	Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflicts
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| Critical Content | 24.A.2a | a. recognize skills necessary for resolving peer conflicts |
| | 24.A.1a | b. know and demonstrate positive character traits <i>such as</i> citizenship, responsibility, fairness, respect, caring and trustworthiness |
| | 24.A.2b | c. demonstrate positive verbal and nonverbal communication skills <i>such as</i> body language, manners and listening |

Essential Learning 2 (Learning Standard B)	Apply decision-making skills related to the protection and promotion of individual health
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| Critical Content | 23.B.2 | a. recognize the importance of making healthy food choices and the effect those choices make on their own growth and development |
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Essential Learning 3 (Learning Standard C)	Demonstrate skills essential to enhancing health and avoiding dangerous situations
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| Critical Content | 24.C.2 | a. demonstrate basic refusal skills <i>such as</i> avoiding strangers and harmful substances |
| | 22.A.2c, 24.C.2 | b. recognize safety procedures for crossing railroad tracks, using the internet, wearing seat belts, bike helmet and bike safety |

Essential Learning 4 *	Understand the health connection to other subjects <i>such as</i> social studies, science, physical education and the understanding of social emotional factors
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