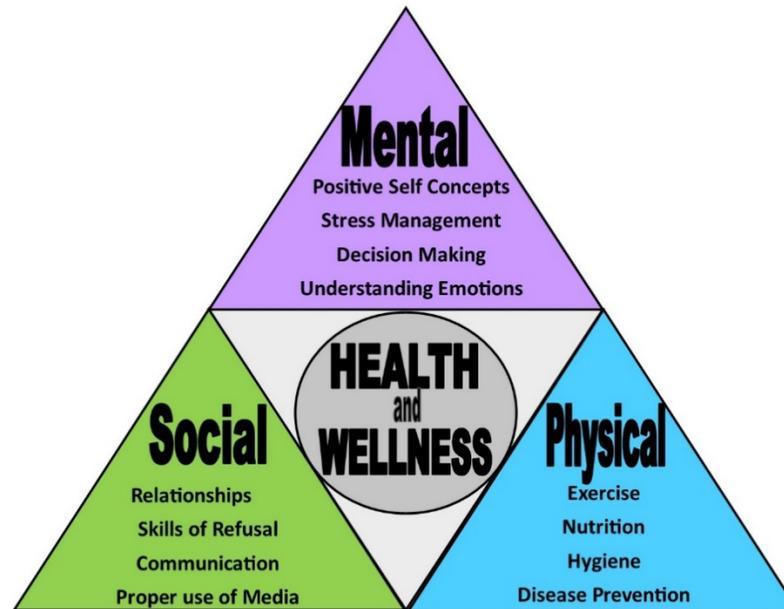


Third Grade

The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

The Health Triangle is a tool to show how the three elements of health are interconnected and need to be balanced to achieve overall health and wellness. The image below has some examples of mental, physical, and social health. The Health Education Core Standards are designed to incorporate each area of the triangle within each strand.



Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)

Goal: Students will be introduced to conflict resolution, coping strategies, and resiliency.

Standard 3.HF.1

Set a measurable short-term goal and identify people who can help achieve that goal.

Concepts and Skills to Master

- Set weekly goals and evaluate at the end of the week.
- List people that can help with goals (e.g., parent, teacher, friend).

Critical Background Knowledge

Standard 2.HF.1: Set a goal and discuss strategies for meeting the goal.

Related Standards: Current Grade Level

Standard 3.N.1: Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.

Related Standards: Future Grade Level

Standard 4.HF.1: Set a specific and measurable short-term goal and track the progress.

Standard 3.HF.2

Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict.

Concepts and Skills to Master

- Define verbal and non-verbal communication.
- Demonstrate scenarios of typical conflicts between students and identify the communication style. Practice how to effectively resolve conflict (apply concepts of patience, listening, and kindness).
- Role play verbal and non-verbal communication and conflict resolution.

Critical Background Knowledge

Standard 2.HF.3: Identify ways to set, recognize, respect, and communicate personal boundaries.

Standard 2.HF.4: Practice active-listening skills.

Related Standards: Current Grade Level

Standard 3.HF.3: Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.

Standard 3.SAP.1: Demonstrate how to respond when approached by an individual and asked to make a poor choice.

Related Standards: Future Grade Level

Standard 4.HF.3: Recognize and accept that reasonable people can have differing opinions.

Standard 3.HF.3

Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.

Concepts and Skills to Master

- Discuss the traits that makes each student unique, talk about how we respect differences.
- Demonstrate treating others with dignity and respect.

Critical Background Knowledge
Standard 2.HF.5: Describe characteristics of a good friend.
Related Standards: Current Grade Level
Standard 3.HF.2: Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict Standard 3.HF.4: Describe the qualities of a healthy relationship.
Related Standards: Future Grade Level
Standard 5.HF.4: Demonstrate ways to express gratitude and treat others with dignity and respect. Standard 4.MEH.3: Define empathy and practice demonstrating empathy with peers.
Standard 3.HF.4
Describe the qualities of a healthy relationship.
Concepts and Skills to Master
Describe a variety of qualities in a healthy relationship.
Critical Background Knowledge
Standard 2.HF.5: Describe characteristics of a good friend.
Related Standards: Current Grade Level
Standard 3.HF.2: Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict. Standard 3.HF.3: Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.
Related Standards: Future Grade Level
Standard 4.HF.4: Distinguish between healthy and unhealthy relationships.
Standard 3.HF.5:
Explain how trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) are resources for advice and guidance when making decisions.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Identify 3 trusted adults students can go to with a tough question/problem. • Discuss when talking with a trusted adult is needed, helpful, and how it is a benefit. • Discuss what and who a trusted adult can
Critical Background Knowledge
Standard 2.HF.5: Describe characteristics of a good friend.
Related Standards: Current Grade Level
Standard 3.SDP.3: Describe safety guidelines for internet and social media and describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (for example, dangerous activities, unsafe challenges, purchasing choices, eating behaviors). Standard 3.HD.3: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.
Related Standards: Future Grade Level

Standard 4.HF.2: Describe how choices can have positive and negative consequences and give examples of how a person's decisions can be positively or negatively influenced by others, including peers

Academic Language

Conflict resolution: The way for two or more parties to find a peaceful solution to a disagreement among them.

Goal: The result or achievement toward which effort is directed.

Personal Boundaries: Guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits.

Stigma: Negative attitudes and beliefs towards people. Stigmas can lead to discrimination, bullying, or not seeking help for health needs.

Trusted Adult: : An adult, or adults, chosen by the student, that makes the student feel safe, secure, and comfortable. Examples include, but are not limited to parent, guardian, relative, teacher, counselor, and clergy.

Assessment Exemplars

Students will be able to create a TV commercial which uses both verbal and non-verbal communication skills in showing how to respectfully interact with those who are different. At least 3 in each of the two areas need to be created. Students may work in small groups, but each must take a turn showing they understand & can implement the concepts.

Strand 2: Mental and Emotional Health (MEH)

Goal: Students will learn how to cope with emotions and stress.

Standard 3.MEH.1

Identify healthy strategies individuals may use to cope with disappointment, grief, sadness, and loss, including talking with a trusted adult.

Concepts and Skills to Master

- Discuss how feelings of disappointment, grief, sadness, and loss can affect us and talk about ways we deal with negative emotions (e.g., talking with a parent, friend, doing activities we like, remembering those we love).
- Practice relaxation techniques (e.g., breathing exercises, visualization, listening to music, drawing).

Critical Background Knowledge

Standard 2.MEH.1: Identify the causes of different emotions and practice methods to express emotions appropriately.

Related Standards: Current Grade Level

Standard 3.MEH.3: Describe how various sources (for example, media, internet, social media, other people) can influence mental and emotional health and identify appropriate ways to respond.

Related Standards: Future Grade Level

Standard 6.MEH.1: Explore common life changes (for example, moving, changing schools, friendships, family dynamics, deaths) and list healthy coping strategies.

Standard 3.MEH.2

Define positive and negative stress and identify how each type feels. Identify behaviors or ways to alleviate stress.

Concepts and Skills to Master

- Define positive and negative stress and list how each type makes students feel.
- Identify stress reduction activities (e.g., physical activity, music, art, talking with a trusted person, breathing exercises).

Critical Background Knowledge

Standard 2.MEH.2: Describe ways to respond to uncomfortable emotions or situations.

Related Standards: Current Grade Level

Standard 3.MEH.3: Describe how various sources (for example, media, internet, social media, other people) can influence mental and emotional health and identify appropriate ways to respond.

Standard 3.SAP.2: Identify healthy alternatives (for example, physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.

Related Standards: Future Grade Level

Standard 4.MEH.1: Identify healthy ways to manage and reduce stress (for example, exercise, hobbies, mindfulness, time management, organization).

Standard 3.MEH.3

Describe how various sources (for example, media, internet, social media, other people) can influence mental and emotional health and identify appropriate ways to respond.

Concepts and Skills to Master

- Discuss how the media, other people, internet can change emotions.

- Identify appropriate ways to minimize the influence others have on emotions and where to go to for support (e.g., trusted adult, friend).

Critical Background Knowledge

Standard 2.MEH.3: Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about emotions.

Related Standards: Current Grade Level

Standard 3.MEH.1: Identify healthy strategies individuals may use to cope with disappointment, grief, sadness, and loss, including talking with a trusted adult.

Standard 3.SDP.3: Describe safety guidelines for internet and social media and describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (for example, dangerous activities, unsafe challenges, purchasing choices, eating behaviors).

Related Standards: Future Grade Level

Standard 4.MEH.2: Practice strategies to manage inappropriate or harmful comments and behaviors from others.

Standard 6.MEH.3: Describe the influence of culture and media, including social media, on self-esteem and body image.

Academic Language

Coping Skills: Methods used to deal with stressful situations. These learned skills may help a person face a situation, take action, and be flexible and persistent in solving problems.

Distress: Negative stress that can interfere with mental/emotional, physical, and social health.

Eustress: Positive stress that can motivate or improve performance leading to success.

Media: Includes all print, online, social, radio and television media sources.

Stressor: Anything that triggers the stress response.

Trusted Adult: An adult, or adults, chosen by the student, that makes the student feel safe, secure, and comfortable. Examples include, but are not limited to parent, guardian, relative, teacher, counselor, and clergy.

Assessment Exemplars

Read a book about grief and have students explain what the character was feeling and how they coped with those feelings.

Strand 3: Safety and Disease Prevention (SDP)

Goal: Students will practice procedures and methods that contribute to safety.

Standard 3.SDP.1

Explain and practice procedures to follow in case of emergency which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings. Describe how to react and promptly report to a trusted adult or emergency services.

Concepts and Skills to Master

- Review school procedures for emergency situations.
- Practice appropriate ways to behave in emergency situations.
- Discuss about why and how to call 911 or adult.
- Discuss emotions students might have/feel and how we can help each other during an emergency.

Critical Background Knowledge

Standard 2.SDP.1: Explain how products (for example, sun protection, hygiene products, sports equipment, seatbelts, booster seats) can contribute to personal health.

Related Standards: Current Grade Level

Standard 3.SDP.2: Identify personal behaviors that contribute to a safe or unsafe environment and discuss safety rules at home, school, and in the community.

Related Standards: Future Grade Level

Standard 4.SDP.2: Develop a personal safety plan to follow in case of emergency, which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings.

Standard 3.SDP.2

Identify personal behaviors that contribute to a safe or unsafe environment and discuss safety rules at home, school, and in the community.

Concepts and Skills to Master

- List safe behaviors (e.g., using a helmet while riding bike, water safety, sun safety, safety around strangers, carrying sharp objects, safety around animals, plants, foods).
- List methods to stay safe in different settings.

Critical Background Knowledge

Standard 2.SDP.2: Identify personal behaviors that contribute to safe or unsafe use of technology.

Related Standards: Current Grade Level

Standard 3.SDP.1: Explain and practice procedures to follow in case of emergency which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings. Describe how to react and promptly report to a trusted adult or emergency services.

Standard 3.SDP.3: Describe safety guidelines for internet and social media and describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (for example, dangerous activities, unsafe challenges, purchasing choices, eating behaviors).

Standard 3.HD.1: Define hygiene and discuss its importance for health and well-being

Related Standards: Future Grade Level

Standard 4.SDP.3: Identify and practice ways to prevent common childhood injuries.

Standard 3.SDP.3
Describe safety guidelines for internet and social media and describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (for example, dangerous activities, unsafe challenges, purchasing choices, eating behaviors).
Concepts and Skills to Master
<ul style="list-style-type: none"> Describe safety guidelines for electronics and create safe-use contract. Describe how the media can influence thoughts and feelings and how to avoid the temptation to take unnecessary risks.
Critical Background Knowledge
Standard 2.SDP.2: Identify personal behaviors that contribute to safe or unsafe use of technology.
Related Standards: Current Grade Level
Standard 3.HF.5: Explain how trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) are resources for advice and guidance when making decisions. Standard 3.MEH.3: Describe how various sources (for example, media, internet, social media, other people) can influence mental and emotional health and identify appropriate ways to respond.
Related Standards: Future Grade Level
Standard 4.SDP.4: Discuss use and misuse of current technology and develop a personal safety plan for technology use.
Standard 3.SDP.4
Describe procedures to follow when encountering another person's blood or other bodily fluids.
Concepts and Skills to Master
<ul style="list-style-type: none"> Discuss how bodily fluids could be hazardous and procedures to follow encountering them.
Critical Background Knowledge
Standard 2.SDP.4: Identify ways people can avoid coming in contact with another person's blood and bodily fluids.
Related Standards: Current Grade Level
Standard 3.SDP.1: Explain and practice procedures to follow in case of emergency which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings. Describe how to react and promptly report to a trusted adult or emergency services.
Related Standards: Future Grade Level
Standard 4.SDP.6: Describe procedures to follow when encountering another person's blood or body fluid.
Academic Language
Media: Includes all print, online, social, radio and television media sources. Universal Precautions: Approach to infectious control to treat all human blood and certain body fluids as if they were known to be infectious for pathogens. See Health Terms and Law and Policy for Health Education for more details
Assessment Exemplars
Students will be able to create a skit which describes the ways media can influence thoughts and feelings that may lead one to take unnecessary risks (i.e., dangerous activities, unsafe challenges, purchasing choices, eating behaviors).

Strand 4: Substance Abuse Prevention (SAP)

Goal: Students will explore the benefits of refusing to use harmful substances.

Standard 3.SAP.1

Demonstrate how to respond when approached by an individual and asked to make a poor choice.

Concepts and Skills to Master

- Diagram the possible consequences of various scenarios and choices to the scenario and discuss whether the choice was good or bad.

Critical Background Knowledge

Standard 2.SAP.1: Recognize the health implications of harmful substances and demonstrate how to refuse alcohol, tobacco, nicotine, and other substances.

Related Standards: Current Grade Level

Standard 3.HF.2: Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict.

Related Standards: Future Grade Level

Standard 4.SAP.1: Explain how choosing to refuse alcohol, tobacco, nicotine, and other substances relates to accomplishing personal goals.

Standard 3.SAP.2

Identify healthy alternatives (for example, physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.

Concepts and Skills to Master

- List healthy alternatives to substance use (e.g., physical activity, art, music, reading, games, movies).

Critical Background Knowledge

N/A

Related Standards: Current Grade Level

Standard 3.MEH.2: Define positive and negative stress and identify how each type feels. Identify behaviors or ways to alleviate stress.

Standard 3.N.1: Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.

Related Standards: Future Grade Level

Standard 5.SAP.1: Identify choices, behaviors, and practices that help support a lifestyle free from alcohol, tobacco, nicotine and other substances.

Standard 3.SAP.3

Examine the consequences to the brain, body and lungs when oxygen is limited through inhaling substances (for example, smoking, vaping, inhalants, candy, dust, pollutants).

Concepts and Skills to Master

- Understand effects of inhalants on the body (e.g., smoke, pollution, candy, gasses).

Critical Background Knowledge

Standard 2.SAP.1: Recognize the health implications of harmful substances and demonstrate how to refuse alcohol, tobacco, nicotine, and other substances.

Related Standards: Current Grade Level

Standard 3.SAP.4: Examine the consequences to the brain and body when harmful substances are ingested (for example, intoxicants, energy drinks, chemicals, poisons).

Related Standards: Future Grade Level

Standard 4.SAP.2: Explain the short and long-term physical, mental, social, financial, and emotional effects of alcohol, tobacco, nicotine, and substance use.

Standard 3.SAP.4:

Examine the consequences to the brain and body when harmful substances are ingested (for example, intoxicants, energy drinks, chemicals, poisons).

Concepts and Skills to Master

- Discuss what harmful substances are and go through the harmful effects they may have on the body.

Critical Background Knowledge

Standard 2.SAP.1: Recognize the health implications of harmful substances and demonstrate how to refuse alcohol, tobacco, nicotine, and other substances.

Related Standards: Current Grade Level

Standard 3.SAP.3: Examine the consequences to the brain, body and lungs when oxygen is limited through inhaling substances (for example, smoking, vaping, inhalants, candy, dust, pollutants).

Related Standards: Future Grade Level

Standard 4.SAP.2: Explain the short and long-term physical, mental, social, financial, and emotional effects of alcohol, tobacco, nicotine, and substance use.

Academic Language

Drug: A chemical substance that is used to cause changes in the body or behavior.

Frontal Lobe: The front portion of the brain concerned with behavior, learning, personality, decision making, and voluntary movement. This portion of the brain is not fully developed until early adulthood. Use of substances can impact the growth and development of the frontal lobe.

Peer Pressure: The feeling of being pushed towards a certain choice by people of similar age and social group in order to be liked or respected. Peer pressure can be positive or negative.

Assessment Exemplars

3.SAP.2: Each student will create a collage of healthy alternatives to using drugs. Have students present and explain their work in groups or to the rest of the class.

Strand 5: Nutrition (N)

Goal: Students will learn to make healthy nutritional choices and identify factors that influence food choices.

Standard 3.N.1

Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.

Concepts and Skills to Master

- Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.

Critical Background Knowledge

Standard 2.N.1: Identify food and beverage choices that contribute to good health.

Related Standards: Current Grade Level

Standard 3.SDP.2: Identify personal behaviors that contribute to a safe or unsafe environment and discuss safety rules at home, school, and in the community.

Standard 3.N.2: Identify healthy foods, including snacks, in appropriate portion sizes.

Standard 3.N.3: Describe the benefits of eating a nutritious breakfast.

Related Standards: Future Grade Level

Standard 4.N.1: Identify the basic nutrients and describe their functions (for example, carbohydrates, proteins, fats, vitamins, minerals, water).

Standard 4.N.4: Examine how health can be managed through healthy eating and physical activity.

Standard 3.N.2

Identify healthy foods, including snacks, in appropriate portion sizes.

Concepts and Skills to Master

- Discuss the food groups, have students give examples from each group, and then show examples of portion sizes.
- Practice how to decline food when not hungry and when food is unhealthy.

Critical Background Knowledge

Standard 2.N.1: Identify food and beverage choices that contribute to good health.

Standard 2.N.2: Define calorie as a measurement of energy and describe how calories are necessary for good health.

Related Standards: Current Grade Level

Standard 3.N.1: Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.

Related Standards: Future Grade Level

Standard 4.N.1: Identify the basic nutrients and describe their functions (for example, carbohydrates, proteins, fats, vitamins, minerals, water).

Standard 3.N.3

Describe the benefits of eating a nutritious breakfast.

Concepts and Skills to Master

List and describe a variety of health benefits of eating a healthy breakfast.

Critical Background Knowledge
Standard 1.N.2: Identify foods and beverages that are healthy choices for the body and explain the importance of choosing healthy foods at each meal.
Related Standards: Current Grade Level
Standard 3.N.1: Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.
Related Standards: Future Grade Level
Standard 5.N.2: Create a healthy meal, including beverage, using current dietary guidelines.
Standard 3.N.4
Discuss how family, peers, culture, and media influence eating habits.
Concepts and Skills to Master
<ul style="list-style-type: none"> Diagram each group and list examples of how the group may influence eating habits.
Critical Background Knowledge
Standard 2.N.4: Identify how family, peers, culture, and media influence eating habits.
Related Standards: Current Grade Level
Standard 3.N.1: Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.
Related Standards: Future Grade Level
Standard 4.N.5: Analyze marketing tactics used for food and beverages.
Academic Language
<p>Culture: Social behavior, attitudes, customs, beliefs, and norms found in human societies.</p> <p>Eating Habits: Why and how people eat, which foods they eat, and with whom they eat, as well as the ways people obtain, store, use, and discard food. Individual, social, cultural, religious, economic, environmental, and political factors all influence people’s eating habits.</p> <p>Food Behavior: How people choose, consume, sell, and buy food. People’s actions toward food.</p> <p>Food Culture: Practices, attitudes, and beliefs surrounding the consumption of food.</p> <p>Nutrient: A substance the provides nourishment essential for growth and the maintenance for life.</p>
Assessment Exemplars
Students will create a Healthy Living brochure. 5 examples of healthy food choices in appropriate portion sizes (including 1 snack), 3 benefits of a nutritious breakfast, 3 healthy physical activities and how to maintain good oral health.

Strand 6: Human Development (HD)

Goal: Students will learn basic anatomy and universal precautions, and skills to report abuse. Utah Code requires parental notification for instruction on child sexual abuse prevention.

Standard 3.HD.1

Define hygiene and discuss its importance for health and well-being.

Concepts and Skills to Master

- Define hygiene and list health benefits of proper hygiene practices.

Critical Background Knowledge

Standard 1.HD.1: Explain how hand washing, clean clothes, and oral hygiene are important for a healthy body.

Related Standards: Current Grade Level

Standard 3.SDP.2: Identify personal behaviors that contribute to a safe or unsafe environment and discuss safety rules at home, school, and in the community.

Related Standards: Future Grade Level

Standard 4.HD.2: Explain reasons why having good hygiene is important for health and well-being.

Standard 3.HD.2

Identify the building blocks of the human body (for example, cells, tissues, organs, organ systems, organisms).

Concepts and Skills to Master

- Diagram building blocks of living things:
Cells → Tissue → Organ → Organ System → Organism.

Critical Background Knowledge

Standard 2.HD.1: Identify the proper names for body parts.

Related Standards: Current Grade Level

Science LS1.B Standard 3.2.1: Develop and use models to describe changes that organisms go through during their life cycles.

Related Standards: Future Grade Level

Standard 4.HD.1: Describe the skeletal and muscular systems and their basic functions.

Standard 3.HD.3

Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.

Concepts and Skills to Master

- Create scenarios and ask students to brainstorm things they could say and do to get themselves out of that situation.
- Teach students that no one has the right to touch their bodies if they don't want that to happen. Students should also learn to respect the right to privacy of other people (Prevent Child Abuse Utah has curriculum for this).

Critical Background Knowledge

Standard 2.HD.2: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.

Related Standards: Current Grade Level

Standard 3.HF.5: Explain how trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) are resources for advice and guidance when making decisions.

Related Standards: Future Grade Level

Standard 4.HD.3: List multiple trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with if feeling uncomfortable, afraid, or unsafe about an interaction or other harmful situations. Explain the need to talk with more than one adult if the issue is not resolved.

Academic Language

Trusted Adult: An adult, or adults, chosen by the student, that makes the student feel safe, secure, and comfortable. Examples include, but are not limited to parent, guardian, relative, teacher, counselor, and clergy.

See [Health Terms and Law and Policy for Health Education](#) for more details

Assessment Exemplars

- Students will role play different scenarios where they will need to practice saying no, leaving a situation and will confidently be able to share who their trusted adult is in their life.
- Students will create a graphic organizer to identify the building block of the human body.