

## GRADE 3 HEALTH INSTRUCTIONAL PACING GUIDE (Based On A 75 Minute Class Period)

Standard 1. The student will comprehend concepts related to health promotion to enhance health.  
 Standard 2. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.  
 Standard 3. The student will demonstrate the ability to access valid information and products and services to enhance health.  
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DATES TAUGHT		RESOURCES (MANIPULATIVES, RTI, KITS, UNITED STREAMING, ETC.)
<b>FIRST NINE WEEKS</b>		
	M-3.1.1 Identify examples of mental, emotional, and social health.	10 DAYS
	M-3.1.2 Define the term "peer pressure."	
	M-3.1.3 Identify healthy ways to communicate (including verbal, nonverbal and written).	
	M-3.1.4 Explain grief and discuss ways to deal with loss.	
	M-3.2.1 Identify various sources that influence an individual's mental, emotional, and social health behaviors.	
	M-3.2.2 Identify ways that the media influences and individual's thought feelings, self-concepts, and health behaviors.	
	M-3.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	
	M-3.4.2 Practice ways to ask for assistance in harmful situations or relationships.	10 DAYS
	M-3.7.1 Demonstrate behaviors that promote healthy relationships with families and peers(for example : communication & honesty)	
	M-3.7.2 Demonstrate coping strategies (for example deep breathing, exercising and talking to a trustworthy adult) for dealing with changes within the family (for example birth, death, marriage, divorce, illness).	
	I-3.1.1 Identify ways to prevent poisoning.	10 DAYS
	I-3.1.2 Describe the characteristics of violent and unsafe behaviors.	
	I-3.2.1 Examine media messages that are related to violence and risk behaviors	
	I-3.2.2 Explain peer influences on the way an individual deals with conflict.	
	I-3.3.1 Identify school and community resources as well as services that contribute to safe and health community	
	I-3.4.1 Demonstrate nonviolent strategies to manage or resolve conflict	
	I-3.5.1 Identify steps to take when making a decision about a safety issue.	10 DAYS
	I-3.6.1 Describe plans for dealing with emergencies, including severe storms that have resulted in injuries in the home, school or community.	
	I-3.7.1 Identify safety rules at home ( including "never open the door to a stranger while at home," never touch an unknown substance," plan and escape route for family members in case of fire," follow directions of a trustworthy adult during a storm," and dial 911for assistance in an emergency").	
	I-3.7.2 Identify safety rules at school (including "do not fight on the school bus," "tell a trustworthy adult if a peer brings a gun or weapon to school ," do not throw rocks on the playground," and never tell a stranger on Internet which school you attend").	
	I-3.7.3 Identify safety rules in various environmental situations (including "avoid listening to loud music, when walking down the street, wear seatbelt when riding in an auto "tell trustworthy adult if a person tries to hurt you," do not approach an unknown animal," and learn to swim").	
	I-3.7.4 Demonstrate appropriate responses to emergency situations, including <b>first aid</b> .	10 DAYS
	I-3.7.5 Describe ways to deal with bullying and violence.	
<b>ADMINISTER COMMON ASSESSMENT 1</b>		

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<b>SECOND NINE WEEKS</b>		
	D-3.1.1 Identify the basic parts of the respiratory system (for example, lungs, bronchioles, and diaphragm).	10 DAYS
	D-3.1.2 Discuss ways that <b>ATOD</b> can harm an individual's physical, mental and social health	
	D-3.1.3 Explain the difference between the use, misuse, and abuse of drugs	
	D-3.1.4 Define the term "refusal skills."	
	D-3.2.1 Identify the influence of family, peers, and the media on an individual's <b>ATOD</b>	
	D-3.8.1 Explain to family members and peers the harmful effects of <b>ATOD</b> use.	
	P-3.1.1 Define the term "wellness."	8 DAYS
	P-3.1.2 Examine types of chronic and communicable disease.	
	P-3.1.3 Discuss wellness practices that keep the body healthy (for example sleep, good oral and personal hygiene, good nutrition, physical activity)	
	P-3.1.4 Describe ways in which a safe and healthy school and community environment can promote personal health.	
	P-3.2.1 Analyze ways that media messages influence personal health.	12 DAYS
	P-3.2.2 Discuss ways that the environment influences personal and community health.	
	P-3.3.1 Use technology to find reliable health information.	
	P-3.5.1 Describe situations when a personal or community health-related decision is needed.	
	P-3.5.2 Demonstrate the ability to apply a decision-making process regarding a personal or community health issue.	
	P-3.6.1 Set a goal to brush the teeth before school and before bedtime.	
	P-3.7.1 Demonstrate ways to keep the eyes, ears, hair, teeth, and body healthy.	10 DAYS
	P-3.8.1 List ways to help others be healthy.	
	P-3.8.2 Describe ways to promote school, community, and environmental health.	
	D-2.8.1 Encourage friends and family members to make positive health choices regarding ATOD	
<b>ADMINISTER COMMON ASSESSMENT 2</b>		
<b>THIRD NINE WEEKS</b>		
	G-3.1.1 Identify physical signs of growth and change that occur during childhood (for example, increase in height and weight, increase in size of the feet and hands, loss of baby teeth).	8 DAYS
	P-3.1.1 Define the term "wellness."	
	P-3.1.3 Discuss wellness practices that keep the body healthy (for example sleep, good oral and personal hygiene, good nutrition, physical activity)	
	P-3.1.4 Describe ways in which a safe and healthy school and community environment can promote personal health	
	N-3.1.1 Identify the major parts of the digestive system (for example , salivary, glands, mouth, stomach, intestines).	
	N-3.1.2 Define the terms "nutrients" and "calories"	

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<b>THIRD NINE WEEKS (CONTINUED)</b>		
	N-3.1.3 Describe the difference between recommended serving size and portion consumption.	5 DAYS
	N-3.1.4 Use the federal dietary guidelines to identify the number of servings from each food group that children need daily.	
	N-3.1.5 Categorize his or her food choices by food groups.	
	N-3.1.6 Identify ways to handle and store foods safely.	
	N-3.1.7 Identify the muscular system (for example, heart, bicep, triceps, quadriceps).	5 DAYS
	N-3.1.8 Explain why physical activity is important for children.	
	N-3.1.9 Explain ways to be physically active daily and limit <b>screen time</b> .	
	N3.1.10 Explain health-related fitness and skill-related fitness.	6 DAYS
	M-3.2.2 Identify ways that the media influences and individual's thought feelings, self-concepts, and health behaviors.	
	P-3.2.1 Analyze ways that media messages influence personal health.	
	P-3.2.2 Discuss ways that the environment influences personal and community health.	6 DAYS
	N-3.2.1 Identify the various strategies used by the media to influence food choices and physical activity.	
	P-3.3.1 Use technology to find reliable health information	
	N-3.3.1 Identify places to access accurate information on healthy eating and physical activity.	
	N-3.3.2 Describe the nutrition information that is found on food labels.	10 DAYS
	M-3.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	
	P-3.5.1 Describe situation when a personal or community health-related decision is needed.	
	P-3.5.2 Demonstrate the ability to apply a decision-making process regarding a personal or community health issue.	
	N-3.6.1 Set a goal to eat a healthy breakfast daily.	
	N-3.6.2 Set a goal to choose healthy foods and be physically active.	10 DAYS
	G-3.7.1 Demonstrate behaviors that promote healthy growth and development (for example ea balanced meals, and get sufficient sleep.	
<b>ADMINISTER COMMON ASSESSMENT 3</b>		

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<b>FOURTH NINE WEEKS</b>			
	G-3.1.1	Identify physical signs of growth and change that occur during childhood (for example, increase in height and weight, increase in the size of the feet and hands, loss of baby teeth).	10 DAYS
	G-3.1.2	Identify the following family units: <b>nuclear family blended family, extended family</b> and single-parent family.	10 DAYS
	G-3.1.3	Identify the four stages of the life cycle (infancy, childhood, adolescence, and adulthood).	10 DAYS
	G-3.7.1	Demonstrate behaviors that promote healthy growth and development (for example eat balanced meals and get sufficient sleep).	10 DAYS

**ADMINISTER COMMON ASSESSMENT 4**