

HEALTH (Grade 3) | Curriculum Map

SUMMARY: The goal of health education is to support students in making health decisions through learning experiences that help build self-awareness, critical thinking and problem-solving, goal setting, and confidence. Curriculum and instruction seek to help students develop positive resiliency and life skills that will benefit their overall health as they progress through the district and beyond. By the end of the grade level, students should be able to explain why the concept of study is relevant to a healthy lifestyle. Health curriculum is taught explicitly and often is integrated with other instruction by the classroom teacher (i.e., English language arts, math, social studies, and science). Health instruction also is provided by the P.E. teacher, school counselor, and school nurse.

KEY CONCEPTS	National Standards <for grade band of 3-5>	Ohio Legislation <for grade band of K-6>	Student Learning Targets
Healthy Choices	<p>National Health Education Standards (2007): 1.5.1. Describe the relationship between healthy behaviors and personal health. 1.5.2. Identify examples of emotional, intellectual, physical, and social health. 7.5.1. Identify responsible personal health behaviors. 7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. 7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.</p>	<p>Nutritive value of foods Harmful effects of drugs Prescription opioid abuse prevention</p>	<ul style="list-style-type: none"> ▪ Know the difference between helpful and harmful drugs. ▪ Demonstrate how to say no to harmful drugs. ▪ Understand how choices have consequences.
Wellness (Nutrition, Physical)	<p>National Health Education Standards (2007): 1.5.4. Describe ways to prevent common childhood injuries and health problems. 1.5.5. Describe when it is important to seek health care. 3.5.1. Identify characteristics of valid health information, products, and services. 3.5.2. Locate resources from home, school, and community that provide health information.</p>	<p>Nutritive value of foods</p>	<ul style="list-style-type: none"> ▪ Explain why exercise is good for the body. ▪ Identify the function of the skeletal system and muscular system and ways to keep it healthy and safe. ▪ Describe the function of the digestive system and ways to keep it healthy and safe. ▪ Describe how to follow dietary guidelines for eating healthy. ▪ Understand that germs cause disease. ▪ Describe how germs are spread. ▪ State ways to avoid spreading germs.

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	<p>8.5.1. Express opinions and give accurate information about health issues.</p>		
<p>Personal Safety</p>	<p>National Health Education Standards (2007): 7.5.1. Identify responsible personal health behaviors. 7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. 7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks. 8.5.2. Encourage others to make positive health choices.</p>	<p>Personal safety and assault prevention</p> <p><i>Note: ORC 3313.60 states that a student in grades K-6 may be excused from taking instruction in personal safety and assault prevention upon written request from the student's parent or guardian.</i></p>	<ul style="list-style-type: none"> ▪ Know and follow correct procedures/protocols for fire, tornado and safety drills. ▪ Know school safety rules, including rules regarding weapons on school property. ▪ Understand the importance of password creation and security. ▪ Demonstrate personal safety strategies (i.e., walk away from strangers; avoid playing in deserted places; inform parents of whereabouts). ▪ Differentiate between words or touching that is comfortable and uncomfortable. ▪ Demonstrate ways to respond when someone or something online causes discomfort or is inappropriate (i.e., tell a trusted adult; don't respond; log off; privacy settings).
<p>Bullying</p>	<p>National Health Education Standards (2007): 4.5.1. Demonstrate effective verbal and nonverbal communication skills to enhance health. 4.5.2. Demonstrate refusal skills that avoid or reduce health risks. 4.5.3. Demonstrate nonviolent strategies to manage or resolve conflict. 4.5.4. Demonstrate how to ask for assistance to enhance personal health. 8.5.1. Express opinions and give accurate information about health issues.</p>	<p>Personal safety and assault prevention</p>	<ul style="list-style-type: none"> ▪ Define bullying (i.e., physical, verbal, social, and cyber – repeated with intention to harm). ▪ Know the differences between teasing and bullying. ▪ Know strategies to respond to teasing and bullying. ▪ Describe ways to be a positive bystander to teasing and bullying.

BEXLEY CITY SCHOOLS

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Healthy Relationships	<p>National Health Education Standards (2007):</p> <p>4.5.1. Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>4.5.2. Demonstrate refusal skills that avoid or reduce health risks.</p> <p>4.5.3. Demonstrate nonviolent strategies to manage or resolve conflict.</p> <p>4.5.4. Demonstrate how to ask for assistance to enhance personal health.</p> <p>8.5.1. Express opinions and give accurate information about health issues.</p> <p>8.5.2. Encourage others to make positive health choices.</p>	Personal safety and assault prevention	<ul style="list-style-type: none"> ▪ Know and practice strategies to make and keep friendships. ▪ Know how peer pressure can be positive and negative. ▪ Describe strategies for responding to negative peer pressure. ▪ Demonstrate ways to express feelings, needs and wants. ▪ Understand the importance of empathy in making decisions. ▪ Know the difference between thoughts, feelings and behaviors that affect others in different ways.
Decision Making; Work Habits	<p>National Health Education Standards (2007):</p> <p>6.5.1. Set a personal health goal and track progress toward its achievement.</p> <p>6.5.2. Identify resources to assist in achieving a personal health goal.</p>	N/A	<ul style="list-style-type: none"> ▪ Demonstrate decision-making skills (e.g., identify problem/issue, alternatives and consequences, choose and evaluate). ▪ Define responsibility and what is meant by responsible behavior. ▪ Demonstrate how to work effectively with others in a group to achieve a goal.

District Instructional Resources:

Health Promotion Wave / Ultimate Teacher Resource (ISBN 1-57239-400-5). Includes teacher manual and curriculum CD in PDF format:

- Student and Parent Component Activities
- Evaluations and Assessments
- Color Slides/Transparencies
- Skill-Based Activity Game Cards

Heroin and Opioid-Abuse Prevention Education (HOPE) – Start talking! Building a drug-free future (elementary lessons) – retrieved April 17, 2019 from <https://starttalking.ohio.gov/Schools/The-HOPE-Curriculum#60430-3---5>

Suggested Literature for Health Education Integrations:

Ada Twist, Scientist by Andrea Beaty and David Roberts
Bully B.E.A.N.S. by Julia Cook and Anita DuFalla
Friends of a Feather by Arlen Cohn and Don Sullivan
Hear Your Heart by Paul Showers and Holly Keller
I Am So Angry, I Could Scream: Helping Children Deal with Anger by Laura Fox and Chris Sabatino
King of the Playground by Phyllis Reynolds Naylor
The Magic School Bus: Inside the Human Body by Joanna Cole and Bruce Degen
The Magic School Bus: Inside Ralphie (A Book about Germs) by Joanna Cole and Beth Nadler
My Body Belongs to Me from My Head to My Toes by International Center for Assault Prevention
My Day Is Ruined: A Story Teaching Flexible Thinking by Bryan Smith
Mr. Peabody's Apples by Madonna
Ramona Quimby, Age 8 by Beverly Cleary
Rosie and Michael by Judith Viorst and Lorna Tomei
Rosie Revere Engineer by Andrea Beaty and David Roberts
Sink or Swim by Valerie Coulman
Someday by Eileen Spinelli
Today I Feel Silly: And Other Moods that Make My Day by Jamie Lee Curtis and Laura Cornell
What Happens to a Hamburger by Paul Showers and Edward Miller
When Pigs Fly by Valerie Coulman
Who Is a Stranger and What Should I Do? by Helen Cogancherry and Linda Walvoord Girard
Yikes-Lice by Donna Caffey and Patrick Girouard

Alignment Documents:

Joint Committee on National Health Standards. (2007). *National health education standards: Achieving excellence* (2nd Ed.). Washington, DC: The American Cancer Society. Retrieved March 21, 2019 from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

Ohio Department of Education (ODE). K-6 Health education curriculum/Ohio legislative requirements – retrieved Jan. 8, 2019 from <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Health-Education/K-6-Health-Education-Curriculum.pdf.aspx>

Other Resources:

Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Scribner.

Dweck, C. S. (2016). *Mindset: The new psychology of success*. New York: Ballantine.

Loy, M. (2011). *Children and stress: 100+ creative activities to help kids manage stress*. Duluth, MN: Whole Person Associates.