

## Grade 3

### 2020 Health Standards and Health Smart Virginia Lesson Crosswalk

The Virginia Standards of Learning (SOLs) address several overarching health topic areas (Body Systems; Nutrition; Physical Health; Disease Prevention and Health Promotion; Substance Abuse Prevention; Safety and Injury Prevention; Mental Wellness and Social Emotional Skills; Violence Prevention; Community and Environmental Health) and catalyze outcomes across the 3 following areas:

**1. Essential Health Concepts**

Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others.

**2. Healthy Decisions**

Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner.

**3. Advocacy and Health Promotion**

Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings.

Essential Health Concepts	Healthy Decisions	Advocacy and Health Promotion	Related Health Smart Virginia Lessons
<b>3.1 The student will explain that health habits and practices impact personal growth and development.</b>	<b>3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.</b>	<b>3.3 The student will promote health and safety at school and at home.</b>	<b>Related Health Smart Virginia Lessons</b>
<b>Body Systems SOLs</b>			<b>Locate a Lesson Plan</b>
a) Identify the major structures and functions of the digestive system.	a) Describe how the body uses digested food molecules.	a) Evaluate the role of the digestive system in providing energy for the body.	
<b>Nutrition SOLs</b>			<b>Locate a Lesson Plan</b>
b) Explain the importance of water and healthy food choices for digestion and body function. c) Identify whole grain and refined grain food items. d) Identify foods that most often cause a food allergy.	b) Describe why digestion is important for body function.	b. identify healthy food and beverage choices to support digestion and body function. c. Explore how grains are grown and the careers related to it (e.g., agriculture, farming, food science, environmental science). d. List alternatives (e.g., stickers, pencils, games) for school celebrations that are safe for someone with a food allergy.	
<b>Physical Health/Disease Prevention/Health Promotion SOLs</b>			<b>Locate a Lesson Plan</b>
e) Describe the benefits of getting enough sleep and the consequences of the use of electronic devices (i.e., screen time) on sleep. f) Identify the steps for goal setting to adopt positive health practices. g) Define noncommunicable and describe the difference between communicable and noncommunicable	c) Evaluate how sleep, physical activity, screen time, and healthy food and beverage choices affect one's personal health. d) List the benefits of goal setting for personal health. e) Analyze the importance of prevention and early detection of communicable and noncommunicable diseases.	e. Set a goal for a positive health practice and monitor progress. f) Identify areas for improving personal health. g) Identify healthcare professionals who can help prevent and detect health concerns.	

diseases.			
<b>Substance Abuse Prevention SOLs</b>			<b>Locate a Lesson Plan</b>
f) Describe proper and improper use of prescription (e.g., taking medication prescribed for someone else) and nonprescription medications.	f) Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.	h) Create a health message about the proper use of prescription and nonprescription medications.	
g) Identify body systems affected by the use of alcohol, tobacco nicotine products (e.g., electronic smoking devices), inhalants, and other drugs.	g) Analyze the harmful short- and long-term effects of alcohol, tobacco, nicotine products, common household inhalants, and other drugs on body systems.	i) Encourage others to use refusal skills to avoid alcohol, tobacco, nicotine products, inhalants, other drugs, and unknown substances	
<b>Safety/Injury Prevention SOLs</b>			<b>Locate a Lesson Plan</b>
j) Explain safety rules at home and when riding in a motor vehicle.	h) Explain the importance of following safety rules at home and when riding in a motor vehicle.	j. Discuss and develop a family safety plan to prevent injuries at home and when riding in a motor vehicle.	
k) Explain the need for personal safety strategies when interacting with others online.	i) Identify situations when adult assistance may be needed with online interactions.	k. Create strategies for personal safety when online.	
l) Identify different safety drills that are important for home and school.	j) Demonstrate proper behavior during safety drills at school.	l. Practice disaster-preparedness procedures at home and at school.	
<b>Mental Wellness/Social Emotional Skills SOLs</b>			<b>Locate a Lesson Plan</b>
m. Describe feelings/emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers, and losing a loved one.	p. Explain how to identify, express, and respond to emotions in a healthy way.	m) Design and demonstrate effective strategies for expressing and managing emotions, which may include physical activity, talking about feelings, reading, or creative expressions such as writing, art, music, and dance.	
n. Describe the benefits of friendship and list the qualities of a good friend.	q. Describe how to make and keep a friend and behaviors that may cause the friendship to end (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).	n) Demonstrate behaviors to make and keep friends (e.g., effective communication skills; awareness of the attitudes, feelings, and opinions of others; appropriate language and behavior; sharing; reciprocal helping behavior).	
o. Define conflict and identify possible situations where conflict can occur with family and friends.	r. Describe how to make healthy decisions when dealing with conflict, including when help from an adult is needed.	o) <u>Demonstrate healthy ways to resolve conflict, including determining when adult help is needed.</u>	
<b>Violence Prevention SOLs</b>			<b>Locate a Lesson Plan</b>

<p>p) Describe what bullying is and how to identify it.</p> <p>q) Explain the benefits of positive communication on relationships with family and friends.</p>	<p>s. Identify ways to safely stand up to bullying and how to get help.</p> <p>t. Describe how to communicate directly, respectfully, and assertively with family and friends.</p>	<p>p) Describe how to report bullying and how to advocate for oneself and for others who are bullied.</p> <p>q) Demonstrate positive ways to communicate with family and friends.</p>	
<b>Community/Environmental Health SOLs</b>			<b>Locate a Lesson Plan</b>
<p>r) Explain what happens with waste and recycled materials.</p>	<p>p) Analyze how reducing, reusing, and recycling products promotes a healthier environment</p>	<p>r) Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.</p>	

**Legend:**

**BOD = Body Systems**

**NUTR = Nutrition**

**DPHP= Physical Health, Disease Prevention, Health Promotion**

**SAP = Substance Abuse Prevention**

**SAF= Safety/Injury Prevention**

**SES = Mental Wellness/Social Emotional Skills**

**VP = Violence Prevention**

**CEH = Community/Environmental Health**