

Grade 3 Crosswalk – Virginia 2015 Health Standards of Learning						
Students in grade three learn how health habits impact growth and development. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal decisions and the impact of personal decisions on self and others.						
	Essential Health Concepts <i>What Students Should Know</i>		Healthy Decisions <i>What Students Should Understand</i>		Advocacy and Health Promotion <i>What Students Should be Able to Do to Advocate for Their Health and the Health of Others</i>	
	3.1 The student will explain that health habits and practices impact personal growth and development.	Lesson (Grade Topic-#)	3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.	Lesson (Grade Topic-#)	3.3 The student will promote health and safety at school and at home.	Lesson (Grade Topic-#)
<b>Alcohol, Tobacco and Drug Use Prevention</b>	i) Identify body systems affected by the use of alcohol, tobacco, inhalants, and other drugs.	<a href="#">3 ATOD-1</a>	c) Compare proper and improper use of prescription and nonprescription medicines.	<a href="#">3 ATOD-1</a>	d) Create a health message about the proper use of prescription and nonprescription medications.	<a href="#">3 ATOD-1</a>
	h) Describe proper and improper use of prescription and nonprescription medications.	<a href="#">3 ATOD-1</a>	d) Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.	<a href="#">3 ATOD-1</a>	e) Describe the effects of nicotine, alcohol, and other drugs on body systems.	<a href="#">3 ATOD-1</a>
			e) Analyze the harmful short- and long-term effects of alcohol, tobacco, common household inhalants, and other drugs on body systems.	<a href="#">3 ATOD-1</a>	f) Encourage others not to use alcohol, tobacco, inhalants, or other drugs.	<a href="#">3 ATOD-1</a> <a href="#">3 ATOD-2</a>
			f) Describe refusal skills when pressured to use alcohol, tobacco, inhalants, or other drugs.	<a href="#">3 ATOD-1</a>	g) Explain the effects of mind-altering drugs on behavior.	<a href="#">3 ATOD-1</a>
					i) Demonstrate the use of refusal skills to counter negative influences.	<a href="#">3 ATOD-1</a>
<b>Body Systems</b>	a) Identify the major structures and functions of the digestive system.	<a href="#">3 BOD-1</a>			a) Evaluate the role of the digestive system in providing energy for the body.	<a href="#">3 BOD-1</a>
	b) Describe why digestion is important and how the body uses digested food molecules.	<a href="#">3 BOD-1</a>			c) Identify ways in which health care has improved as a result of technology.	<a href="#">3 BOD-1</a>
	g) Define and describe non-communicable diseases.	<a href="#">3 BOD-1</a>				
<b>Healthy Environment</b>			m) Analyze how reducing, reusing, and recycling products promote a healthier environment.	<a href="#">3 HE-1</a>	q) Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.	<a href="#">3 HE-1</a>

<b>Health Promotion including Nutrition and Physical Activity</b>	c) Explain the importance of water and healthy food choices for digestion and body function.	<a href="#">3 HP-1</a>	a) Evaluate how physical activity and healthy food and beverage choices impact personal health.	<a href="#">3 HP-1</a>	b) Develop a plan to meet the recommended physical activity guidelines of 60 minutes a day.	<a href="#">3 HP-1</a>
	d) Identify healthy food and beverage choices based on nutritional content.	<a href="#">3 HP-1</a>	b) Determine when and how much water to drink to keep the body hydrated.	<a href="#">3 HP-1</a>		
	e) Describe the benefits of physical activity and personal fitness.	<a href="#">3 HP-1</a>	i) List the benefits of goal setting for personal health.	<a href="#">3 HP-1</a>		
	f) Describe the benefits of getting enough sleep.	<a href="#">3 HP-1</a>	j) Describe strategies for solving problems related to health.	<a href="#">3 HP-1</a>		
	m) Identify the steps for goal setting to adopt positive health practices.	<a href="#">3 HP-1</a>				
<b>Safety and Injury Prevention</b>	j) Explain safety rules at home, at school, and in the community.	<a href="#">3 SAF-1</a>	g) Explain the importance of following safety rules at home, at school, in the community, and when riding in a motor vehicle.	<a href="#">3 SAF-1</a>	h) Discuss and develop a family safety plan to prevent home, transportation, and recreational injuries.	<a href="#">3 SAF-4</a>
	k) Create strategies for personal safety when home alone, out in the neighborhood and community, online, and caring for others.	<a href="#">3 SAF-1</a>	h) Explain appropriate protective gear when engaged in physical activities such as cycling, rollerblading, skateboarding, and water sports.	<a href="#">3 SAF-2</a>	i) Demonstrate the use of refusal skills to counter negative influences.	<a href="#">3 SAF-3</a>
	l) Recognize safe and harmful behaviors.	<a href="#">3 SAF-2</a>			r) Practice disaster-preparedness procedures at home and at school.	<a href="#">3 SAF-4</a>
<b>Social Emotional Health</b>	n) Describe 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.	<a href="#">3 SE-1</a>	k) Identify how emotions such as happiness, fear, sadness, excitement, anger, and loneliness can be expressed positively or negatively.	<a href="#">3 SE-1</a>	j) Design 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.	<a href="#">3 SE-1</a>
<b>Violence Prevention and Healthy Relationships</b>	o) Describe positive interaction with family, peers, and other individuals.	<a href="#">3 VP-1</a> <a href="#">3 VP-2</a>	l) Identify the process of resolving conflicts peacefully.	<a href="#">3 VP-1</a>	k) Evaluate strategies to prevent bullying behaviors, using conflict-resolution skills.	<a href="#">3 VP-1</a>
	p) Identify refusal skills and how to communicate directly, respectfully, and assertively.	<a href="#">3 VP-1</a>			l) Describe how to report bullying, how to advocate for self appropriately if bullied, and how to support mistreated students.	<a href="#">3 VP-1</a>
	q) Describe behaviors that may cause the loss of a friend (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).	<a href="#">3 VP-1</a> <a href="#">3 VP-2</a>			m) Demonstrate positive ways to communicate with family and friends.	<a href="#">3 VP-1</a>
	r) Explain the difference between bullying and conflict.	<a href="#">3 VP-1</a>			n) Apply goal-setting strategies to make and keep friends.	<a href="#">3 VP-1</a> <a href="#">3 VP-2</a>
	s) Identify positive ways to communicate and the benefits of having positive relationships with family and friends.	<a href="#">3 VP-1</a> <a href="#">3 VP-2</a>			o) Demonstrate effective verbal communication skills, awareness of the attitudes, feelings, and opinions of others, appropriate language and behavior, sharing, and reciprocal helping behavior to make and keep friends.	<a href="#">3 VP-1</a>

					p) Practice positive interactions with family, peers, and others to promote personal health.	<a href="#">3 VP-1</a>
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ATOD = Alcohol, Tobacco, or Other Drugs  
 BOD = Body Systems  
 HE = Healthy Environment  
 HP = Health Promotion  
 SAF = Safety and Injury Prevention  
 SE = Social Emotional  
 VP = Violence Prevention and Healthy Relationships