

ROBERTSON COUNTY SCHOOLS

HEALTH

MASTERY GUIDE

THIRD GRADE

FIRST NINE WEEKS

Nutrition:

Standard 4: The student will understand the relationship of nutrition to healthy living.

- 4.1 Use the Food Pyramid as a guide for choosing a variety of foods necessary for good health.
 - a. Describe the Food Guide Pyramid.
 - b. Explain the importance of sanitary and safe handling of foods.
 - c. Describe that adequate water intake and a nutritious breakfast are essential components of healthful living.
 - d. Explain the role of dietary supplements and nutrients.
- 4.2 Explain how weight is controlled by balancing diet and physical exercise.
 - a. Identify the causes of obesity.
 - b. Explain the importance of sanitary and safe handling of foods.
 - c. Describe that adequate water intake and a nutritious breakfast are essential components of healthful living.
 - d. Explain the role of dietary supplements and nutrients.

Injury Prevention and Safety:

Standard 11: The student will understand attitudes and behaviors for preventing accidents and injuries.

- 11.1 List the eight most common injury risks for children.
 - a. Identify the 8 most common risks of childhood injury and death (poisoning, fire and burns, bike and pedestrian accidents, firearm accidents, motor vehicle accidents, choking/suffocation and strangulation, drowning, and falls).
- 11.2 Identify ways to reduce the risk of accidents and injuries.
 - a. List two or more rules for preventing falls.
 - b. Explain safety precautions that would help prevent accidents/injuries (e.g. helmet, pads, harnesses, seat belts, sun safety, bus safety, water safety, personal safety, gun safety, etc.).

Standard 12: The student will understand appropriate care for injuries and sudden illnesses.

- 12.1 Describe appropriate actions for emergency and non-emergency situations.
 - a. Distinguish between emergency and non-emergency situations.
- 12.2 Demonstrate first aid techniques.
 - a. Explain the importance of first aid and emergency care.

Standard 13: The student will understand the appropriate action to take when personal

ROBERTSON COUNTY SCHOOLS

HEALTH

MASTERY GUIDE

THIRD GRADE

safety is threatened.

13.1 Identify situations that should be reported to a trusted adult.

- a. Describe physical, sexual, and emotional abuse and the appropriate procedures to follow for reporting.

13.2 Demonstrate self-protection skills and identify appropriate resources for help.

- a. Explain safety procedures for staying home alone for short periods of time (latch key kids).

SECOND NINE WEEKS

Disease Prevention and Control:

Standard 10: The student will understand attitudes and behaviors for preventing and controlling disease.

10.1 Compare and contrast communicable and non-communicable diseases.

- a. Define communicable and non-communicable diseases.
- b. Analyze the relationship between communicable disease and hygiene, childhood diseases and parasites.
- c. Apply universal precautions in every day life.
- d. Describe the risk-reduction behaviors that prevent the spread of germs and viruses including HIV.

10.2 Describe ways diseases are spread, prevented, and managed.

Personal Health and Wellness:

Standard 1: The student will understand the role of personal hygiene practices as it relates to healthful living.

1.1 Demonstrate the concepts of personal hygiene in daily life.

- a. Describe basic personal hygiene methods including hand washing, dental/oral care, bathing/shampooing, use of deodorant, and appropriate dress.

1.2 Describe physical/mental/social health implications of personal hygiene.

- a. Explain that personal hygiene practices can affect personal health and friendships.

1.3 Identify personal health responsibilities.

Standard 2: The student will understand the role of body systems as related to healthful living.

2.1 Describe the basic human body structures.

- a. Name basic human body organs (e.g. heart, lungs, stomach, intestines, liver, and

ROBERTSON COUNTY SCHOOLS

HEALTH

MASTERY GUIDE

THIRD GRADE

- brain).
- 2.2 Describe the functions of the human body systems.
 - a. Name major human systems (e.g. muscular, skeletal, digestive, excretory, cardiovascular, circulatory, and respiratory).
 - b. Illustrate ways the skeletal and muscular systems work together.
 - c. Explain the structure and function of the skin.
 - 2.3 Explain how health is influenced by the interaction of human body systems.
 - a. Evaluate the interaction of body systems.

Standard 3: The student will understand the relationship of physical activity to healthful living.

- 3.1 Explain the importance of physical activity to personal health.
 - a. Explain the benefits of daily physical activity, good posture, rest, and sleep on personal health.
- 3.2. Identify personal physical activity practices in order to achieve desired physical fitness levels.
 - a. Select physical activities that will promote personal fitness.

THIRD NINE WEEKS

Substance Use and Abuse:

Standard 14: The student will understand appropriate and inappropriate uses of chemical substances for healthful living.

- 14.1 Describe the role of drugs and medicines in keeping people healthy.
 - a. Define medications.
 - b. Identify types of medications.
- 14.2 Describe inappropriate use of drugs and medicines.
 - a. Explain why medications should only be taken when administered by an adult.

Standard 15: The student will understand the effects of substance use and abuse.

- 15.1 Identify the consequences of using tobacco products, alcohol, and drugs.
 - a. Describe the consequences of using tobacco, alcohol and drugs.
 - b. Describe how the use of tobacco can affect healthful living.
 - c. Describe how the use and abuse of alcohol and drugs can affect healthful living
- 15.2 Practice refusal skills to avoid harmful substances.
 - a. Define appropriate refusal skills to avoid harmful substances.

Emotional, Social, and Mental Health:

ROBERTSON COUNTY SCHOOLS

HEALTH

MASTERY GUIDE

THIRD GRADE

Standard 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthful living.

- 8.1 Describe how feelings affect behavior.
 - a. Discuss the connection between feelings and behavior.
- 8.2 Demonstrate respect for the unique qualities of self and others.
 - a. Explain that emotions may be expressed in different ways.
- 8.3 Describe characteristics to be a responsible friend and family member.
 - a. Identify appropriate manners.

Standard 9: The student will understand how positive social, emotional, and mental health practices promote healthful living.

- 9.1 Identify how attitudes and behaviors, and attitudes relate to social health.
 - a. Describe the importance of responsibility and cooperation.
- 9.2 Develop skills for dealing with pleasant and unpleasant situations.
 - a. Describe the effect of hormones on social/emotional/mental health
- 9.3 Describe how feelings behaviors, and attitudes relate to personal mental health.
 - a. Identify healthy ways of dealing with anger.

FOURTH NINE WEEKS

Environmental and Community Health:

Standard 16: The student will recognize environmental practices and products that affect personal and community health.

- 16.1 Identify the causes and effects of different types of pollution on health.
 - a. Identify various types of pollution (e.g. water, air, noise, and ground).
- 16.2 Apply the practices of “reduce, reuse, and recycle”.
 - a. Demonstrate the practices of “reduce, reuse, and recycle”.
- 16.3 Evaluate and select environmentally safe products.
 - a. Determine which household cleaners and pesticides/ insecticides are environmentally friendly.

Consumer Health:

Standard 18: The student will understand how the culture, media, and technology impact consumer decisions about healthful living.

- 18.1 Describe the influence of cultural beliefs on personal and community health behaviors and the use of health services.
 - a. Explain how individual decisions related to health behaviors and services are often connected to media, technology, and/or cultural influences and beliefs.

ROBERTSON COUNTY SCHOOLS

HEALTH

MASTERY GUIDE

THIRD GRADE

- 18.2 Analyze how messages from media and technology influence health behaviors.
- Interpret advertising methods which used to promote the sale of health-related products.
 - Explain the importance of obtaining valid information regarding health products and services.

Family Life:

Standard 5: The student will understand the contribution of family relationships to healthful living.

- 5.1 Identify all families as unique.
- Describe a variety of family structures (e.g. two parent, single parent, blended, extended, foster, and adopted) and how they change over time.
- 5.2 Demonstrate respect for the responsibilities of each person within the family.
- Know that being loved and cared for are human needs.
 - Examine roles, responsibilities, and contributions of family members.
- 5.3 Identify how to improve family relationships.
- Explain how environmental factors can affect family like (socio-economic factors, urban/suburban/rural areas, etc.).

Standard 6: The student will understand the stages of human growth and development.

- 6.1 Identify changes in the body that occur throughout the life cycle.
- Describe how the body changes as it grows and develops.
- 6.2 Demonstrate respect for others as physical changes occur at varying rates.
- Describe how physical growth and development is accompanied by changes in emotions.
 - Define growth spurts.

Standard 7: The student will understand the need and process of setting personal goals and standards for healthful living.

- 7.1 Identify effective decision making techniques.
- Describe the steps of the decision-making process.
- 7.2 Determine influences on setting personal goals and standards.
- Explain the difference between short and long term personal goals.