

Health Education - Next Generation Sunshine State Standards

Third Grade – Health Literacy: Concepts

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.3.C.1.1 Describe healthy behaviors that affect personal health.	
HE.3.C.1.2 Identify that there are multiple dimensions of health.	
HE.3.C.1.3 Describe ways a safe, healthy classroom can promote personal health.	
HE.3.C.1.4 Describe common childhood health conditions.	
HE.3.C.1.5 Describe why it is important to seek health care.	
HE.3.C.1.6 Recognize that body parts and organs work together to form human body systems.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.3.C.2.1 Explore how different family traditions and customs may influence health behaviors.	
HE.3.C.2.2 Explore how friends' various traditions and customs may influence health behavior.	
HE.3.C.2.3 Explore how the traditions and customs of the school and community influence health behavior of children.	
HE.3.C.2.4 Identify classroom and school rules that promote health and disease prevention.	
HE.3.C.2.5 Discuss the positive and negative impacts media may have on health.	
HE.3.C.2.6 Discuss the positive and negative impacts technology may have on health.	
HE.3.C.2.7 Discuss how the community can influence healthy and unhealthy behaviors.	

Health Education instruction should be age and developmentally-appropriate and address the following topic areas:

- Alcohol, Tobacco, and Other Drugs prevention
- Disease Prevention
- Effective Communication
- Environmental Health
- Healthy Eating
- Healthy Relationships
- Personal Health Practices
- Physical Activity
- Physical Health/Growth and Development
- Safety Practices and Injury Prevention
- Social, Mental, and Emotional Health
- Violence/Bullying Prevention

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Third Grade – Health Literacy: Behavior

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.3.B.1.1 Locate resources from home, school, and community that provide valid health information.	Internet, media, television, radio, brochures, books, professional interviews, hospital, Department of Health.
HE.3.B.1.2 Describe how the media influences the selection of health information, products, and services.	infomercials, cereal boxes, billboards, medicine/over-the-counter medicine ads.
HE.3.B.1.3 Describe criteria for selecting health information, resources, products, and services.	certification, directions on packaging, consumer safety.
HE.3.B.1.4 Identify a variety of technologies to gather health information.	television, radio, telephone, Web sites.
Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.3.B.2.1 Identify effective verbal and nonverbal communication skills to enhance health.	listing the effects of facial expressions, body language, verbal cues.
HE.3.B.2.2 Demonstrate refusal skills that avoid or reduce health risks.	making clear statements, expressing feelings, asking for help.
HE.3.B.2.3 Demonstrate nonviolent strategies to manage or resolve conflict.	conflict resolution, mediation, assertive communication skills.
HE.3.B.2.4 Explain ways to ask for assistance to enhance personal health.	group discussion, to ask orally, to ask in writing.
Standard 3: Demonstrate the ability to use decision-making skills to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.3.B.3.1 Recognize circumstances that can help or hinder healthy decision making.	media health messages, peers, family, lack of knowledge.
HE.3.B.3.2 Explain when assistance is needed when making a health-related decision.	media claims and their validity, when to call 911, dealing with grief and loss, fears of personal safety.
HE.3.B.3.3 List healthy options to health-related issues or problems.	healthy alternatives to unhealthy messages in the media, fear of personal safety, nutrition options.
HE.3.B.3.4 Discuss the potential short-term personal impact of each option when making a health-related decision.	benefits of eating healthy foods, benefits of personal hygiene, disease prevention, no pollution.
HE.3.B.3.5 Find a healthy option when making a decision for yourself.	healthy food, physical activity, screen time.
HE.3.B.3.6 Describe the outcomes of a health-related decision.	disease prevention, strong muscles, self-confidence, food refrigeration, and proper food temperature.

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Third Grade – Health Literacy: Behavior cont.

Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.3.B.4.1 Select a personal health goal and track progress toward achievement.	work as class/small group, daily physical activity, seat belt and helmet use, limited media time, dangers of drugs, conflict resolution skills.
HE.3.B.4.2 Examine resources that could assist in achieving a small group personal health goal.	family, school personnel, community resources: police, fire rescue, EMS

Third Grade – Health Literacy: Promotions

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behavior, and avoidance or reduction of health risks for oneself.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.3.P.1.1 Practice responsible personal health behaviors.	pedestrian safety, firearm safety, avoiding unsafe places, not littering.
HE.3.P.1.2 Investigate a variety of behaviors that avoid or reduce health risks.	medical check-ups, immunizations, daily physical activity.
Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.3.P.2.1 Suggest others make positive health choices.	encourage others to select healthy foods, follow playground rules, share items respectfully.

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