

NC Healthful Living Essential Standards

The Healthful Living Essential Standards clarifying objectives highlighted in blue are addressed to varying degrees by this intervention.

3rd Grade NC Standard Course of Study:

MENTAL AND EMOTIONAL HEALTH

3.MEH.1 Understand positive stress management strategies.

- 3.MEH.1.1 Explain how self-control is a valuable tool in avoiding health risks.
- 3.MEH.1.2 Classify stress as preventable or manageable.

3.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.

- 3.MEH.2.1 Identify common sources for feelings of grief or loss.
- 3.MEH.2.2 Summarize how to seek resources for assistance with feelings of grief or loss.

PERSONAL AND CONSUMER HEALTH

3.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.

- 3.PCH.1.1 Classify behaviors in terms of whether they are related to physical, social, mental, and emotional health.
- 3.PCH.1.2 Classify behaviors in terms of whether they do or do not contribute to healthy living.

3.PCH.2 Apply measures for cleanliness and disease prevention.

- 3.PCH.2.1 Recognize plaque and lack of dental hygiene result in gum disease and cavities.
- 3.PCH.2.2 Implement proper flossing to prevent tooth decay and gum disease.

3.PCH.3 Understand necessary steps to prevent and respond to unintentional injury.

- 3.PCH.3.1 Use methods for prevention of common unintentional injuries.
- 3.PCH.3.2 Summarize methods that increase and reduce injuries in and around water.
- 3.PCH.3.3 Summarize the dangers of weapons and how to seek help if a weapon or firearm is found.
- 3.PCH.3.4 Implement a plan to escape fire at home while avoiding smoke inhalation.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

3.ICR.1 Understand healthy and effective interpersonal communication and relationships.

- 3.ICR.1.1 Summarize qualities and benefits of a healthy relationship.
- 3.ICR.1.2 Plan how to show compassion for all living things and respect for other people's property.
- 3.ICR.1.3 Illustrate how to seek help from an adult if a weapon is found or a threat is communicated.
- 3.ICR.1.4 Illustrate how to effectively and respectfully express opinions that differ.
- 3.ICR.1.5 Analyze situations in terms of the strategies used by people in those situations that help or hinder healthy relationships.

NUTRITION AND PHYSICAL ACTIVITY

3.NPA.1 Apply tools (MyPlate, Food Facts Label) to plan healthy nutrition and fitness.

- 3.NPA.1.1 Use MyPlate to eat a nutritious breakfast each morning.
- 3.NPA.1.2 Check the Food Facts Label to determine foods that are low in sugar and high in calcium.
- 3.NPA.1.3 Plan activities for fitness and recreation during out of school hours.

3.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.

- 3.NPA.2.1 Identify the sources of a variety of foods.
- 3.NPA.2.2 Categorize beverages that are more nutrient dense.
- 3.NPA.2.3 Recognize appropriate portion sizes of foods for most Americans.

ALCOHOL, TOBACCO, AND OTHER DRUGS

3.ATOD.1 Understand how to use household products and medicines safely.

- 3.ATOD.1.1 Identify examples of medications that help individuals with common health problems.
- 3.ATOD.1.2 Recall rules for taking medicine at school and at home.

3.ATOD.2 Apply strategies involving risk-reduction behaviors to protect self and others from the negative effects of alcohol, tobacco, and other drugs.

- 3.ATOD.2.1 Use refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs.
- 3.ATOD.2.2 Identify ways of refusing to ride in vehicles driven by someone who has been using alcohol.

MOTOR SKILL DEVELOPMENT

3.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

- PE.3.MS.1.1 Execute combinations of simple locomotor skills and manipulative skills.
- PE.3.MS.1.2 Apply basic manipulative skills while moving/traveling.
- PE.3.MS.1.3 Execute mature form when combining locomotor skills with changes in direction.
- PE.3.MS.1.4 Use variations of different locomotor skills with rhythmic patterns and smooth transitions.

MOVEMENT CONCEPTS

3.MC.2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.

- PE.3.MC.2.1 Illustrate how practice, attention and effort are required to improve skills.
- PE.3.MC.2.2 Integrate the essential elements of correct form for the five fundamental manipulative skills.
- PE.3.MC.2.3 Evaluate individual skills using a rubric based on critical cues.
- PE.3.MC.2.4 Illustrate a variety of activities that are associated with four or more of the health-related fitness components.

HEALTH-RELATED FITNESS

3.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.

- PE.3.HF.3.1 Summarize four or more of the five health related fitness assessments and the associated exercises.
- PE.3.HF.3.2 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.
- PE.3.HF.3.3 Implement moderate to vigorous physical activities that increase breathing and heart rate, at least four to seven times each week, for increasing periods of time.

PERSONAL/SOCIAL RESPONSIBILITY

3.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

- PE.3.PR.4.1 Use self-control to demonstrate personal responsibility and respect for self and others.
- PE.3.PR.4.2 Use cooperation and communication skills to achieve common goals.
- PE.3.PR.4.3 Explain the importance of working productively with others.

NC Science Standards

The Science Standards clarifying objectives highlighted in blue are addressed to varying degrees by this intervention.

3rd Grade NC Standard Course of Study:

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

3.L.1 Understand human body systems and how they are essential for life: protection, movement and support.

3.L.1.1 Understand human body systems and how they are essential for life: protection, movement and support.

3.L.1.2 Explain why skin is necessary for protection and for the body to remain healthy.

Visit [NC Department of Public Instruction](http://www.ncdehhs.gov/ncscos) for NC Standard Course of Study (NCSCOS) documents.