

## NC Healthful Living Essential Standards

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

3<sup>rd</sup> 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.

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