



Diocese of Greensburg Curriculum
Health Grade 3

Unit	Standards	Content	Skills
<p>Personal Hygiene</p>	<p>PA: Health, Safety & Physical Ed PA: Grade 3</p> <hr/> <p>10.1 Concepts of Health Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>E. Identify types and causes of common health problems of children.</p> <ul style="list-style-type: none"> • infectious diseases (e.g., colds, flu, chickenpox) • noninfectious diseases (e.g., asthma, hay fever, allergies, lyme disease) • germs • pathogens • heredity <p>10.2 Healthful Living Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Identify personal hygiene practices that promote health and prevent the spread of disease.</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<ul style="list-style-type: none"> • Handwashing • Cold • Flu • Sneezing • Tissues • Lice • Germs • Dental Hygiene • Eye care 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Describe how germs spread and cause illness • Name ways to prevent the cold and the flu • Demonstrate the correct method of sneezing into arm or tissue (away from others) • Describe the proper way to wash hands and why handwashing is vital to prevention. • Know what lice is, how it can be spread and how to prevent it • Describe how to take care of contacts and glasses • Describe how to take care of dental hygiene (brushing and retainers)

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<p>Community Health and Safe Environment</p>	<p>PA: Health, Safety & Physical Ed PA: Grade 3</p> <hr/> <p>10.2 Healthful Living Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>B. Identify health-related information. <ul style="list-style-type: none"> • signs and symbols • terminology • products and services </p> <p>C. Identify media sources that influence health and safety.</p> <p>E. Identify environmental factors that affect health. <ul style="list-style-type: none"> • pollution (e.g., air, water, noise, soil) • waste disposal • temperature extremes • insects/animals </p> <p>10.3 Safety & Injury Prevention Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Recognize safe/unsafe practices in the home, school and community. <ul style="list-style-type: none"> • general (e.g., fire, electrical, animals) • modes of transportation (e.g., pedestrian, bicycle, vehicular) • outdoor (e.g., play, weather, water) • safe around people (e.g., safe/ unsafe touch, abuse, stranger, bully) </p> <p>B. Recognize emergency situations and explain appropriate responses. <ul style="list-style-type: none"> • importance of remaining calm • how to call for help </p>	<ul style="list-style-type: none"> • Fire Safety • Water Safety (drowning) • Outdoor/Sun Safety (sunburn, heat exhaustion, dehydration) • Environmental Health • Emergency Signs & Symbols • Personal Safety • Bike safety • Internet safety • Basic First Aid • 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Explain how to be safe in various circumstances • State how to call for help, who to call for help and when to call for help • Identify various signs and symbols used for emergency services • Understand environmental health issues and how to prevent them • Understand the difference between touches (nurturing/respectful, hurtful, inappropriate or abusive) • Understand that touching private parts is not ok unless it is for a good reason (cleaning a baby or doctor for a physical) • Recognize the right to refuse touching • Recognize people who can help and report abuse • Realize that he or she is not to blame when abuse occurs • Identify bullying/harassment; recognize behaviors as bullying/harassment • Learn strategies to stop bullying/harassment • Recognize similarities between different types of abusive behavior and take responsibility for their actions • Realize the danger of talking to strangers • Understand what to do if a stranger approaches • Explain basic safety precautions around blood and wound injuries

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	<ul style="list-style-type: none"> • simple assistance procedures • how to protect self <p>D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>Red Ribbon Week</p>	<p>PA: Health, Safety & Physical Education (2002) PA: Grade 3</p> <hr/> <p>10.1 Concepts of Health Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>D. Know age appropriate drug information. • definition of drugs • effects of drugs • proper use of medicine • healthy/unhealthy risk-taking (e.g. inhalant use, smoking) • skills to avoid drugs</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<ul style="list-style-type: none"> • Red Ribbon Week • Drug and Alcohol Awareness 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • State the reason we celebrate Red Ribbon Week • List and explain reason why we need to avoid drugs and alcohol
<p>Drug and Alcohol</p>	<p>PA: Health, Safety & Physical Ed PA: Grade 3</p> <hr/> <p>10.1 Concepts of Health Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p>	<ul style="list-style-type: none"> • Peer pressure • Effects • Choices • Tobacco • Alcohol • Prescription medication • Drugs • Illegal 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify products that contain drugs, alcohol and tobacco • Identify basic prescription drug safety. • Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (Peer Pressure)

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	<p>D. Know age appropriate drug information.</p> <ul style="list-style-type: none"> • definition of drugs • effects of drugs • proper use of medicine • healthy/unhealthy risk-taking (e.g. inhalant use, smoking) • skills to avoid drugs <p>10.2 Healthful Living</p> <p>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>D. Identify the steps in a decision-making process.</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		<ul style="list-style-type: none"> • Demonstrate the ability to use decision-making skills to enhance health setting goals • Identify strategies to cope with peer pressure and learn what’s important to their future success
<p>Body Systems & Growth and Development</p>	<p>PA: Health, Safety & Physical Ed PA: Grade 3</p> <hr/> <p>10.1 Concepts of Health</p> <p>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Identify and describe the stages of growth and development.</p> <ul style="list-style-type: none"> • infancy • childhood • adolescence • adulthood • late adulthood <p>B. Identify and know the location and function of the major body organs and systems.</p> <ul style="list-style-type: none"> • circulatory 	<ul style="list-style-type: none"> • Life cycle <ul style="list-style-type: none"> ○ Birth/Infancy ○ Childhood ○ Teen ○ Adult ○ Older Adult/Death • Organ • System • Growth Rate • Respiratory System <ul style="list-style-type: none"> ○ Lung ○ Oxygen ○ Carbon Dioxide ○ Diaphragm ○ Inhale ○ Exhale • Muscular System <ul style="list-style-type: none"> ○ Muscle ○ Tendon ○ Involuntary muscle 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Name and describe the stages of growth for human development • Recognize key terms like cell, tissue, organ, and system • Understand that growth rate is similar and different for each person • Identify and label the key organs and function of the listed systems • Make models, act out, and/or demonstrate how the listed body systems work • Discuss how we take care of each body system

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	<ul style="list-style-type: none"> • respiratory • muscular • skeletal • digestive <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<ul style="list-style-type: none"> ○ Voluntary muscle ○ Skeletal Muscle (Optional) ○ Cardiac Muscles (Optional) • Skeletal System <ul style="list-style-type: none"> ○ Bone ○ Skull ○ Ribs ○ Vertebrae ○ Joint ○ Cartilage ○ Ligament 	
<p>Social Skills & Personal Worth</p>	<p>PA: Health, Safety & Physical Ed PA: Grade 3</p> <hr/> <p>10.2 Healthful Living Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>D. Identify the steps in a decision-making process.</p> <p>10.3 Safety & Injury Prevention Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>C. Recognize conflict situations and identify strategies to avoid or resolve.</p> <ul style="list-style-type: none"> • walk away • I-statements • refusal skills • adult intervention 	<ul style="list-style-type: none"> • Social • Self-esteem • Relationships (friends, family) • Peer Pressure • Conflict • Anger • Coping • Decision-making • Stress • Unique • Feelings • Body Language • Bullying 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Explain the steps in the decision making process (identify the goal, gather information, consider the consequences, make your decision, evaluate decision). • Name the types of stress you experience and ways to cope with it. • Understand that all people are unique and deal with things differently • Understand that all people deal with anger and how to manage it • Discuss what makes a good relationship with family and with friends • Describe different feelings, when you would feel them, and how to manage and handle our feelings in different situations • Describe why God created each of us and how we are all valuable in the eyes of God • Describe what a bully is, how to prevent bullying and what to do if you are involved in a bullying situation

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