

# Grades 3, 4, 5

Adopted 2007

**Health Concepts:**  
Students comprehend concepts related to health promotion and disease prevention to enhance health.

**A1 Healthy Behaviors and Personal Health**

Students explain the relationship between healthy behaviors and personal health.

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**A2 Dimensions of Health**

Students identify examples of physical, mental, emotional, and social health during childhood.

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**A3 Diseases/Other Health Problems**

Students describe ways to detect and treat common childhood diseases and other health problems.

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**A4 Environment and Personal Health**

Students describe ways a safe and healthy school and community environment can promote personal health.

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**A5 Growth and Development**

Students identify the general characteristics of human growth and development.

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**A6 Basic Health Concepts**

Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.

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**Health Information, Products and Services:**  
Students demonstrate the ability to access valid health information, services, and products to enhance health.

**B1 Validity of Resources**

Students identify characteristics of valid health information, products, and services.

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**B2 Locating Health Resources**

Students locate resources from home, school, and the community that provide valid health information.

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**Health Promotion and Risk Reduction:**  
Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### **C1 Healthy Practices and Behaviors**

Students demonstrate age-appropriate healthy practices and/or behaviors to maintain or improve personal health.

- a. Design healthy menus.
  - b. Demonstrate basic care of the human body.
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### **C2 Avoiding/Reducing Health Risks**

Students demonstrate a variety of behaviors to avoid or reduce personal health risks.

- a. Demonstrate healthy and safe ways to recognize, deal with, or avoid threatening situations.
  - b. Develop injury prevention and safety strategies for personal health.
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### **C3 Self-Management**

Students demonstrate strategies that can be used to manage stress, anger, or grief.

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**Influences on Health:**  
Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

### **D1 Influences on Health Practices/Behaviors**

Students describe how a variety of factors influence personal health behaviors.

- a. Describe how family, school, and community influence and support personal health practices and behaviors.
  - b. Describe how peers and culture can influence health practices and behaviors.
  - c. Explain how media influences thoughts, feelings, and health behaviors.
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### **D2 Technology and Health**

Students describe ways technology can influence personal health.

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**Communication and Advocacy Skills:**  
Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

### **E1 Interpersonal Communication Skills**

Students demonstrate effective verbal and nonverbal interpersonal communication skills to enhance health.

- a. Demonstrate appropriate listening skills to enhance health.
- b. Demonstrate effective verbal and non-verbal communication skills including assertiveness skills to enhance health.
- c. Demonstrate how to ask for assistance to enhance personal health.
- d. Demonstrate refusal skills to avoid or reduce health risks.
- e. Demonstrate non-violent strategies to manage or resolve conflict.

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## **E2 Advocacy Skills**

Students encourage others to make positive health choices.

- a. Express opinions about health issues.
  - b. Give accurate information about health issues.
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**Decision-Making and Goal-Setting Skills:**  
Students demonstrate the ability to make decisions and set goals to enhance health.

## **F1 Decision-Making**

Students apply decision-making steps to enhance health.

- a. Identify health-related situations that might require a thoughtful decision.
  - b. List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health-related decision.
  - c. Choose a healthy option when making a decision.
  - d. Describe the outcome of a health-related decision.
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## **F2 Goal-Setting**

Students utilize goal-setting skills to implement a short-term personal health goal.

- a. Set a short-term personal health goal.
  - b. Identify resources to assist in achieving the health goal.
  - c. Track progress toward achieving the goal.
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**Movement/Motor Skills and Knowledge:**  
Students demonstrate the fundamental and specialized movement skills and apply principles of movement for improved performance.

## **G1 Stability and Force**

Students demonstrate a variety of movements that apply stability and force.

- a. Demonstrate movements that change the center of gravity and line of gravity during dynamic balances.
  - b. Show how increasing speed and mass can change the force on an object.
  - c. Demonstrate how body position can be changed to absorb force and decrease risk for injury.
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## **G2 Movement Skills**

Students demonstrate a variety of locomotor skills and manipulative skills.

- a. Demonstrate correct technique for a variety of manipulative skills.
  - b. Demonstrate locomotor skills and manipulative skills in combination using changes in direction, level, or pathway.
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## **G3 Skill-Related Fitness Components**

Students identify the skill-related fitness components of balance, coordination, agility, and speed.

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## **G4 Skill Improvement**

Students describe why practice is important to skill improvement.

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**Physical Fitness Activities and Knowledge: Students demonstrate and apply fitness concepts.**

### **H1 Fitness Assessment**

Students participate in multiple health-related fitness assessments (including a cardiovascular assessment) and reassess to observe changes over time.

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### **H2 Health-Related Fitness Plan**

Students describe and give examples of the five health-related fitness components.

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### **H3 Fitness Activity**

Students participate in physical activities that address each of the five health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition.

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### **H4 Physical Activity Benefits**

Students identify physical and mental benefits and bodily responses related to regular participation in physical activity.

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**Personal and Social Skills and Knowledge: Students demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.**

### **I1 Cooperative Skills**

Students demonstrate cooperative skills while participating in physical activities.

- a. Demonstrate active listening.
  - b. Get along with others.
  - c. Accept responsibility for personal behavior.
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### **I2 Responsible Behavior**

Students demonstrate safe behaviors and appropriate equipment use while participating in physical activities.

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### **I3 Safety Rules and Rules of Play**

Students describe safety rules and rules of play for games/physical activities.