

<b>MCCSC 3rd Grade Health Curriculum (by Teaching Unit)</b>				
			Michigan Model - Phase & Lesson #	Materials in the Health Tub at your school
<b>Teaching Unit: Community Health</b>				
3.2.1	Identify characteristics of valid health information and health promoting products and services.	Understand why and how various health care professionals assist the community.	Lesson V-7	
3.2.2	Demonstrate the ability to locate resources from home, school, and Community Health that provide valid health information.	Demonstrate the ability to use the computer to find sources for : nutrition for children your age, exercise, personal hygiene, dental hygiene.		
3.4.1	Describe how the family and school influences personal health behaviors.	Describe what ways the school influences the students personal health.	Lesson I-2 and V-7	
3.7.3	Identify Community Health agencies that advocate for healthy individuals families and communities.	Identify various Community groups and agencies other then just Physicians that advocate for people to be healthy.	Lesson V-7	
<b>Teaching Unit: Emotional &amp; Mental Health</b>				
3.3.2	Demonstrate how to apply coping strategies when feeling anxious, upset, angry, too excited or out of control.	Demonstrate the ability to identify feelings and triggers of anger.Calm down by counting to ten or taking deep breaths, and use healthy strategies such as "I" messages, taking a time out, talking to a friend or adult or using exercise to cope.	Lesson I-6 and 8	All About Anger, Feeling Faces Poster
3.3.3	Demonstrate ways to avoid, reduce and report threatening situations.	Share with an adult any thoughts of wanting to do physical harm to yourself or another person.	Lesson I-5	Three D's For Telling
3.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health.	Recognize there are positive and negative options for dealing with stressful situations that include verbal and nonverbal communications.	Lesson I-9	Check It Out!, Story Cards(3rd)
3.5.3	Demonstrate healthy ways to express needs, wants, and feelings, including "I" messages and assertive communication strategies.	Discuss when to tell an adult. What situations is telling not tattle-tailing.	lesson I-6 and 7	Feeling Faces Poster
3.5.4	Demonstrate ways to communicate care, consideration and respect for self and others	Understand there are appropriate ways to express emotions.	Lesson I-8	All About Anger
3.5.5	Demonstrate attentive listening skills to build and maintain healthy relationships.	Demonstrate attentive listening skills by showing how to pay careful attention, listen to understand, not interrupt and not talk when someone else is talking.	Lesson I-4	
3.5.7	Differentiate between negative and positive behaviors used in conflict situations.	Discuss communication styles that includes passive, assertive and aggressive.	Lesson I-7	

3.7.4	Demonstrate the ability to influence and support others in making positive health choices.	Recognize that a positive element of a good friendship is the ability to support each other when making positive choices and not supporting negative ones.	Lesson I-4	
<b>Teaching Unit: Family Health &amp; Sexuality</b>				
3.1.3	Identify examples of emotional, social and physical health during childhood.	Recognize self-concept impacts behavior and personal approaches to various situations.		
3.3.1	Demonstrate how to apply skills to manage stress.	Develop coping strategies for dealing with changes in family structure (divorce, death, moving, new sibling, etc).		
3.4.1	Describe how the family and school influences personal health behaviors.	Describe how siblings are similar to each other and their parents yet still unique	Lesson I-2 and V-7	
3.5.2	Describe characteristics needed to be a responsible friend and family member	Describe ways to make friends and acceptance of differences.	Lesson I-3 and 4	
<b>Teaching Unit: Growth and Development</b>				
3.1.4	Describe the relationship between physical health and emotional health.	Identify what their body physically does when they are feeling emotional (sad, angry etc). What do they do about it when they feel their body giving them clues to their emotions.	Lesson IV-1	
3.1.5	Describe the basic structure and functions of the human body systems.	Name the major body systems, their primary organs and their basic functions (circulatory, digestive, skeletal, nervous, respiratory).	Lesson II-2	Torso
3.1.9	Explain basic health terms and concepts.	Understanding that the choices we make affect our body systems.	Lesson IV-1	
<b>Teaching Unit: Nutrition</b>				
3.4.2	Describe how culture influences personal health behavior.	Recognize the factors with influence food choices: advertising, culture, economic, convenience, religion.		
3.6.2	Demonstrate the ability to apply a decision-making process to health issues and problems.	Plan a healthy meal including all elements of the food groups.	Lesson VI-2, VI-5	Eat Well Grow Well
<b>Teaching Unit: Personal Health</b>				
3.1.2	Explain the relationship between personal health behaviors and individual	Describe why to avoid contact with body fluids.	Lesson IV-2	
3.1.7	Identify health problems of children that should be detected and treated early.	Understand the benefits of early detection and treatment of diseases as well as the reasoning for immunizations and health screenings.		

3.2.4	Demonstrate the ability to locate school and Community Health helpers.	Recognize illness and where to go for treatment	Lesson I-5	Three D's For Telling
3.3.4	Demonstrate the ability to identify personal health needs.	Understand the use of Alcohol, Tobacco and other drugs by an individual is a choice with health and personal consequences.	Lesson V-6 and 7	
3.3.5	Demonstrate the ability to use strategies to improve or maintain personal health and hygiene	Describe oral hygiene including: fluoride, plaque and decay and positive health habits.	Lesson VI-4 and 6	Giant Toothbrush
3.4.3	Explain that the media influences thoughts, feelings, perceptions and health behaviors.	Explain how the radio, TV and paper influence decisions regarding our health. Such as how to dress for the weather, weather related warnings, flu or other health epidemics.	Lesson V-8	
3.4.4	Describe ways technology can influence health and health behaviors.	Describe how the internet can be a good thing or a risky thing when making personal health decisions. Explain reasons for not "chatting" with strangers.		
3.6.1	Explain when to ask for assistance in making health related decisions and setting health goals.	Know assistance from others is often required for implementing and maintaining health-related decisions and setting health goals.	Lesson I-5	Three D's For Telling
3.6.4	Demonstrate the ability to set a short-term personal health goal and monitor progress toward its achievement.	Pick a health goal and monitor it for 2 weeks: (# of baths, Toothbrushing chart, exercise chart).	Lesson VI-7	
<b>Teaching Unit: Safety and First Aid</b>				
3.1.1	Identify responsible health behaviors.	Discuss consequences of unsafe and risky behavior to your body.	Lesson IV-4	
3.1.8	Explain how childhood injuries and illnesses can be prevented or treated.	How to say "NO" assertively.	Lesson IV-8	
3.1.8	Explain how childhood injuries and illnesses can be prevented or treated	Recognize that some diseases are caused by germs and some are not. Germs spread diseases and washing with Soap and Water is a preventative strategy.	Lesson IV-2	
3.3.6	Demonstrate safety skills needed to avoid injury.	Discuss safety considerations for bad weather, home alone, fire etc.	Lesson IV-4 and 5	
<b>Teaching Unit: Substance Use and Abuse</b>				
3.1.6	Describe ways in which a healthful school and Community Health environment influences personal health.	Recognize the effects of second hand smoke and describe how rules such as the local smoking ban protects people from the effects of second hand-smoke.	Lesson V-3	
3.2.3	Explain how media influences the selection of health products and services.	Make observations about the portrayal of alcohol, tobacco, and other drugs in the media, music, magazines, entertainment, sports etc	Lesson V-8	

3.6.3	Predict outcomes of positive health decisions.	Understand that the majority of people do not use tobacco or drugs and the outcome for them vs. those that do.	Lesson V-2, 3 and 5	Cincinnati Bones & Treasure of Health
3.7.1	Describe a variety of ways to convey accurate health information and ideas.	Examine the number of ways health information about smoking and second hand smoke is communicated.	Lesson V-3	
3.7.2	Demonstrate the ability to express information and ideas about health issues.	Demonstrate the ability to create a poster or ad to prevent the harmful effects of tobacco use.	Lesson V-4	