

GRADE LEVEL CONTENT EXPECTATIONS

HEALTH EDUCATION



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Grade Three

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Welcome to Michigan's Health Education Content Standards and Expectations for Grade Three

Why Develop Content Expectations for Health?

Good health is necessary for academic success. Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among children and youth. Each year approximately one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective elementary health education program: healthy eating, physical activity, alcohol, tobacco, and other drug prevention, and injury and violence prevention.

In its Policy on Comprehensive School Health Education, the State Board addresses these risks by making certain recommendations. The following are those intended for Kindergarten through Grade Three.

- Provide at least 50 hours of health at each grade, Prekindergarten through Grade Twelve, to give students adequate time to learn and practice health habits and skills for a lifetime.
- Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.
- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.
- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.
- Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; and tobacco use.
- Build functional knowledge and skills, from year to year, that are developmentally appropriate.
- Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations contained in this document are intended to help schools address these recommendations.

Overview of the Content Expectations

The Health Education Content Expectations reflect legal requirements, best practices, and current research in the teaching and learning of health education. They build from the Michigan Health Education Standards and Benchmarks (1996) and the State Board of Education’s Policy on Comprehensive School Health Education (2004). These content expectations represent a vision for a relevant health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child’s school years and beyond.

The Health Education Content Standards and Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and online reviews by grade level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Health® Curriculum*. Students whose work is guided by these standards and expectations will be prepared for responsible and healthy living, at school, at home, and in the workplace.

Michigan Health Education Content Standards (2006)

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| 1. Core Concepts | All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues. |
| 2. Access Information | All students will access valid health information and appropriate health promoting products and services. |
| 3. Health Behaviors | All students will practice health enhancing behaviors and avoid or reduce health risks. |
| 4. Influences | All students will analyze the influence of family, peers, culture, media, and technology on health. |
| 5. Goal Setting | All students will use goal setting skills to enhance health. |
| 6. Decision Making | All students will use decision-making skills to enhance health. |
| 7. Social Skills | All students will demonstrate effective interpersonal communication and other social skills which enhance health. |
| 8. Advocacy | All students will demonstrate advocacy skills for enhanced personal, family, and community health. |

Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.



STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

Standard 1: Core Concepts

- 1.1 Explain the benefits of healthy eating and being physically active.
- 1.2 Describe the importance of choosing a variety of ways to be physically active.

Standard 4: Influences

- 1.3 Explain strategies used to advertise food and beverage products.
- 1.4 Analyze how food advertising impacts eating behaviors related to eating when not hungry.

Standard 5: Goal Setting

- 1.5 Describe the elements of a physical activity plan.
- 1.6 Develop a personal plan to be physically active.



STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

Standard 1: Core Concepts

- 2.1 Describe the short- and long-term effects of alcohol use, including addiction.
- 2.2 Describe the short- and long-term effects of using tobacco, including addiction.

Standard 3: Health Behaviors

- 2.3 Describe actions that need to be followed to avoid accidental poisoning by household cleaning and paint products.
- 2.4 Describe actions to take in a poison emergency.
- 2.5 Explain rules for safe use of medicines and household products, including those that can be inhaled.

Standard 4: Influences

- 2.6 Explain how family and peers can influence choices about using alcohol and other drugs.
- 2.7 Analyze various strategies used in the media that encourage or discourage tobacco use.

Standard 7: Social Skills

- 2.8 Demonstrate verbal and non-verbal ways to refuse alcohol.
- 2.9 Demonstrate verbal and non-verbal ways to refuse tobacco use.



STRAND 3: SAFETY

Standard 1: Core Concepts

- 3.1 Explain why the back seat is the safest place for young people to ride in a vehicle equipped with air bags.
- 3.2 Explain how booster seats and safety belts help passengers to stay safe.
- 3.3 Describe characteristics of safe and unsafe places.

Standard 2: Access Information

- 3.4 Describe how to access help when feeling threatened.

Standard 3: Health Behaviors

- 3.5 Describe safe and unsafe behaviors of occupants in vehicles.
- 3.6 Demonstrate the proper wearing of a safety belt.
- 3.7 Describe dangerous, destructive, and disturbing situations that need to be reported to an adult.
- 3.8 Analyze environments to determine whether they are safe places.

Standard 4: Influences

- 3.9 Analyze how one can influence safety belt and booster seat use of others.



STRAND 4: SOCIAL AND EMOTIONAL HEALTH

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

- 4.1 Explain the benefits of positive friendships.
- 4.2 Describe the characteristics of positive role models.
- 4.3 Recognize that each person has unique talents and skills.

Standard 3: Health Behaviors

- 4.4 Describe ways people help each other.
- 4.5 Describe a unique talent or skill of oneself and one other person.
- 4.6 Explain ways to show acceptance of differences.

Standard 4: Influences

- 4.7 Analyze how friends influence others' behavior and well-being.

Standard 7: Social Skills

- 4.8 Demonstrate ways to express appreciation.
- 4.9 Demonstrate strategies for keeping positive friends.
- 4.10 Demonstrate how to confront annoying behavior.

Standard 8: Advocacy

- 4.11 Demonstrate the ability to support and respect people with differences.



STRAND 5: PERSONAL HEALTH AND WELLNESS

Standard 1: Core Concepts

- 5.1 Explain the physical, emotional, and social importance of keeping the body clean.

Standard 3: Health Behaviors

- 5.2 Describe strategies to keep the body clean.

Standard 5: Goal Setting

- 5.3 Develop a plan to keep the body clean.

Acknowledgements

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Marty Doring, Bay-Arenac ISD

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Marianne Frauenknecht, Western Michigan University

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