Publisher: *[Enter Publisher Name]*

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Approved by the State Board of Education on May 8, 2019

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Components *[Enter Components]*

# Standards Map Template–2020 Health Education Adoption Grade Three

(Download and use to cite where instructional resources fully address each standard)

## Growth and Development

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.1.1.G | Describe the cycle of birth, growth, aging, and death in living things. |  |  |  |  |
| 3.1.2.G | Recognize that there are individual differences in growth and development. |  |  |  |  |
| 3.1.3.G | Identify major internal and external body parts and their functions. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.2.1.G | Explain how individual behaviors and one’s family and school influence growth and development. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.3.1.G | Identify parents, guardians, and trusted adults with whom one can discuss the cycle of birth, growth, aging, and death in living things. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.4.1.G | Demonstrate how to communicate with parents, guardians, and trusted adults about growth and development. |  |  |  |  |
| 3.4.2.G | Identify how to show respect for individual differences. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.5.1.G | Examine why a variety of behaviors promote healthy growth and development. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.7.1.G | Determine behaviors that promote healthy growth and development. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.8.1.G | Encourage peers to show respect for others regardless of differences in growth and development. |  |  |  |  |

## Mental, Emotional, and Social Health

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.1.1.M | Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). |  |  |  |  |
| 3.1.2.M | Describe the importance of assuming responsibility within the family and community. |  |  |  |  |
| 3.1.3.M | Explain the benefits of having positive relationships with family and friends. |  |  |  |  |
| 3.1.4.M | Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.2.1.M | Describe internal and external factors that affect friendships and family relationships. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.3.1.M | Access trusted adults at home, at school, and in the community who can help with mental, emotional, and social health concerns. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.4.1.M | Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.5.1.M | Describe effective strategies to cope with changes within the family. |  |  |  |  |
| 3.5.2.M | Evaluate situations in which a trusted adult should be asked for help. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.6.1.M | Make a plan to help at home and show responsibility as a family member. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.7.1.M | Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.8.1.M | Promote a positive and respectful school environment. |  |  |  |  |
| 3.8.2.M | Object appropriately to teasing of peers and family members that is based on personal characteristics. |  |  |  |  |
| 3.8.3.M | Demonstrate the ability to support and respect people with differences. |  |  |  |  |

## Personal and Community Health

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.1.1.P | Examine the difference between communicable and non-communicable diseases. |  |  |  |  |
| 3.1.2.P | Describe how bacteria and viruses affect the body. |  |  |  |  |
| 3.1.3.P | Identify positive health practices that reduce illness and disease. |  |  |  |  |
| 3.1.4.P | Identify life-threatening conditions (e.g., heart attacks, asthma attacks, poisoning). |  |  |  |  |
| 3.1.5.P | Describe how a healthy environment is essential to personal and community health. |  |  |  |  |
| 3.1.6.P | Discuss how reducing, recycling, and reusing products make for a healthier environment. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.2.1.P | Identify how culture, family, friends, and media influence positive health practices. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.3.1.P | Recognize individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures). |  |  |  |  |
| 3.3.2.P | Describe how to access help when feeling threatened. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.4.1.P | Demonstrate refusal skills to avoid the spread of disease. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.5.1.P | Use a decision-making process to reduce the risk of communicable disease or illness. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.6.1.P | Set a short-term goal for positive health practices. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.7.1.P | Evaluate ways to prevent the transmission of communicable diseases. |  |  |  |  |
| 3.7.2.P | Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.8.1.P | Support others in making positive health choices. |  |  |  |  |
| 3.8.2.P | Encourage others to promote a healthy environment. |  |  |  |  |