



## JC Schools 3rd Grade Health Yearly Standards

*\*\*Units may be taught in any order, as long as all units are taught throughout the school year.*

*\*\*Social and emotional embedded throughout all of the units.*

Unit	Priority Standards	Supporting Standards
<b>Unit 1</b>  Nutrition	<b>3.ME.2.A</b> Identify the six essential nutrients and their functions (carbohydrates, protein, fats, vitamins, minerals, water).	<b>3.ME.2.C</b> Explain the importance of nutrition facts on food labels in making healthy selections (e.g., serving size, calories, nutrients, ingredients)  <b>3.ME.2.E</b> Recognize that essential nutrients provide different amounts of energy (e.g., carbohydrates, protein, fats)
<b>Unit 2</b>  Structure/ Function of Body	<b>3.FS.1.B</b> Recognize the major muscles of the muscular system (e.g., deltoid, tricep, abdominal, quadricep).  <b>3.FS.1.C</b> Categorize and label different bones by body parts (e.g., leg, tibia, arms, humerus, head-skull, torso-spine).  <b>3.FS.1.E.b</b> Identify the cause and effect of an active vs. inactive lifestyle on the cardiorespiratory system (e.g., healthy vs. unhealthy heart and lungs).  <b>3.FS.1.F.b</b> Identify the cause and effect of lifestyle choices on the respiratory system (e.g., inactivity, tobacco).	<b>3.FS.1.E.a</b> Identify the cause and effect of lifestyle choices (e.g., activity, diet, tobacco use) on the cardiorespiratory circulatory system (e.g., healthy heart vs. unhealthy heart, blocked blood vessels, lung capacity).  <b>3.FS.1.F.a</b> Identify common problems, symptoms, and treatment of breathing disorders (e.g., asthma, bronchitis)

	<p><b>3.FS.1.G</b> Identify the major components and functions of the nervous system (i.e., brain, spinal cord, nerves).</p> <p><b>3.FS.1.H</b> Identify the major components (e.g., mouth, esophagus, stomach, small intestine, large intestine) and functions of the digestive system.</p>	
<p><b>Unit 3</b></p> <p>Preventative Care</p>	<p><b>3.RA.1.A</b> Classify communicable and noncommunicable diseases into the appropriate category.</p> <p><b>3.RA.2.B</b> Create a plan that recognizes an emergency or nonemergency situation and how to respond (should I call 911?).</p>	<p><b>3.ME.1.A</b> Describe how personal health is enhanced by behaviors (include care of skin, teeth, gums, hair, eyes, nose, ears, nails)</p> <p><b>3.ME.1.B</b> Summarize how preventive health care enhances one's health (e.g., immunizations, regular health and dental care)</p> <p><b>3.RA.1.B</b> Identify the body's basic lines of defense (e.g., skin, hair in nasal passages, white blood cells)</p> <p><b>3.RA.1.C</b> Define pathogen and identify three major types (i.e., bacteria, virus, fungi)</p> <p><b>3.RA.2.D</b> Apply safe practices and procedures in and around water</p>