

# Grades 3, 4

Adopted 2012

**Health Information, Products and Resources:**  
Students will access, analyze and evaluate health information, products and resources.

1. Explain when school and community resources should be accessed for specific health and safety emergencies. IP/S, VP/B, FAM HE4.1.1
2. Demonstrate the ability to access trusted resources at school or neighborhood that can help reduce or avoid health risks. CEH, FAM, IP/S HE4.1.2
3. Demonstrate the ability to access trusted resources at school or neighborhood that can help enhance health. PH, NUT, CEH HE4.1.3

**Problem Solving and Decision Making:**  
Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.

1. Describe situations or circumstances that help or hinder healthy decision-making. IP/S, VP/B, FAM HE4.2.1
2. Explain when assistance is needed for making health related decisions. IP/S, VP/B, CEH HE4.2.2
3. Illustrate how health related decisions can affect self and others. FAM, PH, PA HE4.2.3
4. Explain steps of a simple decision-making process to enhance health or reduce health risks (e.g., identify a few options and consequences of each option). IP/S, VP/B, ATOD (medicinal drugs) HE4.2.4
5. Explain the potential outcomes of each option when making a health-related decision (e.g., options regarding decision to intervene in bullying situation - ask/get beat up). VP/B, IP/S, ATOD HE4.2.5
6. Describe how peers can influence decisions students make about health practices and risk behaviors. FAM, IP/S, VP/B HE4.2.6
7. Describe healthy options to health-related issues or problems (e.g., benefits of recess before and after lunch). PA, NUT, VP/B HE4.2.7
8. Explain strategies for solving simple health problems that exist at home and school (e.g., create a poster advocating for washing hands, tell an adult, scientific inquiry process, etc.). PH, IP/S, CEH HE4.2.8

**Effective Communication:**  
Students will demonstrate the ability

1. Describe verbal and nonverbal methods of communication to enhance health or reduce/avoid health risks. FAM, ME, ATOD HE4.3.1

to use interpersonal communication skills to enhance health and reduce or avoid health risks.

2. Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks. VP/B, PCD [HE4.3.2](#)
3. Describe refusal skills to avoid or reduce health risks. ATOD, VP/B, IP/S [HE4.3.3](#)
4. Demonstrate the ability to use basic listening skills to enhance health or reduce/avoid health risks (e.g., eye contact, follow the speaker with eyes, stay quiet, wait turn in conversations, etc.). FAM, CEH, ME [HE4.3.4](#)

**Personal and Social Responsibility:** Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.

1. Explain why specific behaviors help improve or maintain personal health. NUT, PH, IP/S [HE4.4.1](#)
2. Explain behaviors that help avoid or reduce health risks. ATOD, VP/B, IP/S [HE4.4.2](#)
3. Explain how specific behaviors prevent the spread of disease. PCD, PH, CEH [HE4.4.3](#)
4. Describe a range of emotions and the situations that cause them. ME, VP/B [HE4.4.4](#)
5. Describe and demonstrate the ability to express emotions in a socially acceptable manner (positive ways to express anger, alternatives to violence, etc.). ME [HE4.4.5](#)
6. Describe criteria for setting personal health goals. PH [HE4.4.6](#)
7. Set a measurable short-term personal health goal and monitor progress on achieving the goal (e.g., brush teeth two times per day, walk 10,000 steps every day). PA, NUT, IP/S [HE4.4.7](#)
8. Describe how to work effectively with those who are different from oneself. FAM, VP/B [HE4.4.8](#)
9. Define bullying and the role of the aggressor in bullying situations. VP/B, ME [HE4.4.9](#)