

## **Health Standards for California Grades 3**

### **Grade Three**

#### **Growth and Development**

- 1.3.G Identify major internal and external body parts and their functions.
- 

#### **Standard 4: Interpersonal Communication**

- 4.2.G Identify how to show respect for individual differences.
- 

#### **Standard 5: Decision Making**

- 5.1.G Examine why a variety of behaviors promote healthy growth and development.
- 

#### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.G Determine behaviors that promote healthy growth and development
- 

#### **Standard 8: Health Promotion**

- 8.1.G Encourage peers to show respect for others regardless of differences in growth and development.

### **Mental, Emotional, and Social Health**

---

#### **Standard 1: Essential Concepts**

- 1.1.M Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).
- 1.2.M Describe the importance of assuming responsibility within the family and community.

- 1.4.M Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.
- 

### **Standard 5: Decision Making**

- 5.2.M Evaluate situations in which a trusted adult should be asked for help.

### **Standard 6: Goal Setting**

- 6.1.M Make a plan to help at home and show responsibility as a family member.
- 6.1.P Set a short-term goal for positive health practices.
- 

### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.M Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.
- 

### **Standard 8: Health Promotion**

- 8.2.M Object appropriately to teasing of peers and family members that is based on personal characteristics.
- 8.3.M Demonstrate the ability to support and respect people with differences.

## **Personal and Community Health**

---

### **Standard 1: Essential Concepts**

- 1.2.P Describe how bacteria and viruses affect the body.
- 1.3.P Identify positive health practices that reduce illness and disease.
- 1.6.P Discuss how reducing, recycling, and reusing products make for a healthier environment.
- 

### **Standard 6: Goal Setting**

- 6.1.P Set a short-term goal for positive health practices.

---

## **Standard 7: Practicing Health-Enhancing Behaviors**

7.2.P Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.

---

## **Standard 8: Health Promotion**

8.1.P Support others in making positive health choices.

8.2.P Encourage others to promote a healthy environment.

## **Physical Education Model Content Standards for California**

### **Grade 3**

#### **STANDARD 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

##### *Fitness Concepts*

3.1 Demonstrate warm-up and cool-down exercises.

3.2 Demonstrate how to lift and carry objects correctly.

##### *Flexibility*

3.5 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.

#### **STANDARD 4**

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

##### *Fitness Concepts*

4.3 Explain the purpose of warming up before physical activity and cooling down after physical activity.

4.5 Explain that fluid needs are linked to energy expenditure.

#### *Muscular Strength/Endurance*

4.9 Explain that a stronger heart muscle can pump more blood with each beat.

4.13 Describe the role of muscle strength and proper lifting in the prevention of back injuries.

#### *Flexibility*

4.14 Identify flexibility exercises that are not safe for the joints and should be avoided.

4.15 Explain why a particular stretch is appropriate preparation for a particular physical activity.

#### *Body Composition*

4.16 Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.

### **STANDARD 5**

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

#### *Social Interaction*

5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.

#### *Group Dynamics*

5.6 Work in pairs or small groups to achieve an agreed-upon goal.

### **California Science Content Standards**

**Grade Three  
Science Content Standards.**

**Physical Sciences**

1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
  - a. Students know energy comes from the Sun to Earth in the form of light.
  - b. Students know sources of stored energy take many forms, such as food, fuel, and batteries.
  - c. Students know machines and living things convert stored energy to motion and heat.
2. Light has a source and travels in a direction. As a basis for understanding this concept:
  - a. Students know an object is seen when light traveling from the object enters the eye.

*k-4<sup>th</sup>*

***Science in Personal and Social Perspectives***

**Content Standard F**

**As a result of activities in grades K-4, all students should develop understanding of**

- Personal health
- Characteristics and changes in populations
- Types of resources
- Changes in environments
- Science and technology in local challenges

**Developing Student Understanding**

Students in elementary school should have a variety of experiences that provide initial understandings for various science-related personal and societal challenges. Central ideas related to health, populations, resources, and environments provide the foundations for students' eventual understandings

## **Common Core Standards in Literacy English Language Arts Standards- Science & Technical Subjects**

### **Grade 3**

#### **English Language Arts Standards Reading: Informational Text**

### **Grade 3**

#### **Key Ideas and Details**

CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

#### **Craft and Structure**

CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

#### **Integration of Knowledge and Ideas**

CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events

occur).

## **Comprehension and Collaboration-Speaking and Listening**

### **Grade 3**

CCSS.ELA-Literacy.SL.3.1d Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.