

Elementary Health Education Scope and Sequence Grade 3

Overview

[COMAR 13A.04.18.01](#) requires local school systems to provide a comprehensive health education program that aligns with the [Maryland State Framework](#). The framework is based on the requirements of the health education and equity education (COMAR 13A.01.06) regulations and reflect statutory changes in health education, anti-bullying and harassment, and ensuring educational equity. The framework was developed with the input of a task force including MSDE, the Maryland Department of Health, local education agency health education supervisors, teachers, students, national subject matter experts, and stakeholders.

This document serves as a sample of how the standards and indicators from the Maryland Health Education Framework can be met in the Grade 3 Health Education course. Included are indicators for the unit topics. The responsibility for making specific curriculum decisions resides with local education agencies in accordance with §4-111(a) (1) of the Education Article, Annotated Code of Maryland.

Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation, while developing health literacy skills and lifelong wellness. The health literacy skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision making, goal-setting, self-management, and advocacy.

Standard 1a: Mental and Emotional Health (E2)

Topic	Grade 3
Emotions	Identify characteristics of positive emotional health. 1a.3.1 Practice appropriate ways to express emotions. 1a.3.2 Describe your physical responses to strong emotions. 1a.3.3
Self and social awareness	Recognize and label a variety of complex emotions in self and others. 1a.3.4 Identify how personal choices and behaviors impact self-worth. 1a.3.5
Relationships	Identify characteristics of healthy relationships. 1a.3.6 Identify how relationships and interactions with others affect emotions. 1a.3.7
Trusted Adults	Identify the benefits of talking with trusted adults about emotions. 1a.3.8
Stress and Anxiety	Identify personal stressors. 1a.3.9
Teasing, bullying, harassment,	Describe the difference between bullying, teasing, and conflict. 1a.3.10 Describe what to do if you or someone else is being bullied. 1a.3.11

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Topic	Grade 3
discrimination, and violence	Identify the impact of conflict, discrimination, and violence on mental and emotional health. 1a.3.12 Identify nonviolent ways to manage anger. 1a.3.13
Body Image	Identify body image and how peers, media, family, society, and culture influence ideas about body. 1a.3.14
Grief and Loss	Identify feelings and emotions associated with loss and grief. 1a.3.15

Standard 1b: Substance Use and Misuse Prevention (E2)

Topic	Grade 3
Medicines	Summarize how to use medicines correctly. 1b.3.1
Alcohol, nicotine products, caffeine, and marijuana products	Explain the harmful effects of alcohol and nicotine products, including electronic smoking devices. 1b.3.2

Standard 1c: Family Life and Human Sexuality (E2)

The local school system shall establish policies, guidelines, and/or procedures for student opt-out regarding instruction related to family life and human sexuality objectives [COMAR 13A.04.18.01](#)

Topic	Grade 3
Healthy relationships and consent	Define consent as people of all ages and abilities having the right to tell others not to touch their body when they do not want to be touched. 1c.3.1
Gender identity and expression	Demonstrate ways to treat people of all gender identities and expressions with dignity and respect. 1c.3.2

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Standard 1d: Safety and Violence Prevention (E2)

Topic	Grade 3
Safety and Injuries	Identify examples of dangerous or risky behaviors that might lead to injuries. 1d.3.1 Explain what to do if someone is injured or suddenly ill. 1d.3.2 List ways to prevent injuries at home. 1d.3.3
Accessing trusted adults	Explain the importance of sharing all information with parents, guardians, or trusted adults. 1d.3.4 Identify words and actions that appropriately express affection or other positive feelings toward trusted adults and other important people or people of authority. 1d.3.5
Technology Safety	Identify examples of safe uses of technology. 1d.3.6
Boundaries and Consent	Explain age-appropriate privacy. 1d.3.7 Define consent as people of all ages and abilities having the right to tell others not to touch their body when they do not want to be touched. 1d.3.8 Demonstrate setting and respecting personal boundaries. 1d.3.9 Identify parts of the body that are private on themselves and others. 1d.3.10
Discrimination and violence	Explain strategies to avoid physical fighting and violence. 1d.3.12
Safety, abuse and assault	Describe strategies to follow when approached by a stranger in a variety of situations. 1d.3.13 Explain how familiar people or people in authority can help or harm children. 1d.3.14 Identify behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.3.15
Bystander intervention and compassion for victims	Demonstrate how a positive bystander is able to access help from a police officer, teacher, nurse, school counselor, parent, guardian, or another trusted adult to help a friend who is feeling unsafe, uncomfortable, or disrespected. 1d.3.16 Explain that it is never a person's fault if someone causes them to feel unsafe. 1d.3.17

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Standard 1e: Healthy Eating (E2)

Topic	Grade 3
Nutritious foods and beverages	Identify the food groups and nutritious food choices from each. 1e.3.1 Identify the roles that nutrients play in a person's body. 1e.3.2 Describe the benefits of eating a variety of nutritious foods. 1e.3.3
Water	State the benefits of drinking water versus other beverages. 1e.3.4 Describe nutritious eating patterns and the importance of consistent meals and snacks. 1e.3.5
Moderation and "all foods fit"	Explain the benefits of eating in moderation and in line with the idea that "all foods fit." 1e.3.6

Standard 1f: Disease Prevention and Control (E2)

Topic	Grade 3
Disease Prevention	Describe ways to prevent the spread of germs that cause infectious diseases. 1f.3.1
Hygiene	Recognize the benefits of personal health care practices. 1f.3.2
Sun	Describe ways to prevent harmful effects of the sun. 1f.3.3

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Health Literacy Skills

The health literacy skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision making, goal-setting, self-management, and advocacy.

Skills	Indicators for Grades 3-5
Standard 2: Analyzing Influences	Describe how the family influences personal health practices and behaviors. 2.E2.a Identify the influence of culture on health practices and behaviors. 2.E2.b Identify how peers can influence healthy and unhealthy behaviors. 2.E2.c Describe how the school and community can support personal health practices and behaviors. 2.E2.d Explain how media influences thoughts, feelings, and health behaviors. 2.E2.e Describe ways that technology can influence personal health. 2.E2.f
Standard 3: Accessing Information	Identify characteristics of valid health information, products, and services. 3.E2.a Locate resources from home, school, and community that provide valid health information. 3.E2.b
Standard 4: Interpersonal Communication	Demonstrate effective verbal and non-verbal communication skills to enhance health. 4.E2.a Demonstrate refusal skills to avoid or reduce health risks. 4.E2.b Demonstrate nonviolent strategies to manage or resolve conflict. 4.E2.c Demonstrate how to ask for assistance to enhance personal health. 4.E2.d
Standard 5: Decision-Making	Identify health-related situations that might require a thoughtful decision. 5.E2.a Analyze when assistance is needed when making a health-related decision. 5.E2.b List healthy options for health-related issues or problems. 5.E2.c Predict the potential outcomes of each option when making a health-related decision. 5.E2.d Choose a healthy option when making a decision. 5.E2.e Describe the outcomes of a health-related decision. 5.E2.f

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Skills	Indicators for Grades 3-5
Standard 6: Goal-Setting	Set a personal health goal and track progress toward its achievement. 6.E2.a Identify resources to assist in achieving a personal health goal. 6.E2.b
Standard 7: Self-Management	Identify responsible personal health behaviors. 7.E2.a Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. 7.E2.b Demonstrate a variety of behaviors that avoid or reduce health risks. 7.E2.c
Standard 8: Advocacy	Express opinions and give accurate information about health issues. 8.E2.a Encourage others to make positive health choices. 8.E2.b