



# HEALTH

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UTAH CORE STATE STANDARDS  
*for*  
**HEALTH  
EDUCATION**

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Adopted April 2019

by the  
Utah State Board of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200

<https://schools.utah.gov>



The Utah State Board of Education, in January of 1984, established policy requiring the identification of specific core standards to be met by all K–12 students in order to graduate from Utah’s secondary schools. The Utah State Board of Education regularly updates the Utah Core Standards, while parents, teachers, and local school boards continue to control the curriculum choices that reflect local values.

The Utah Core Standards are aligned to scientifically based content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom.



# UTAH STATE BOARD OF EDUCATION

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### ORGANIZATION OF THE STANDARDS

The Utah Core Standards are organized into **strands**, which represent significant areas of learning within content areas. Depending on the core area, these strands may be designated by time periods, thematic principles, modes of practice, or other organizing principles.

Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

# INTRODUCTION

The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands:

- **Health Foundations and Protective Factors of Healthy Self (HF)** is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. Students should receive instruction on this strand first. It should also be interwoven throughout all other strands. The goal of this strand is to develop fundamental skills for overall health and wellness.
- **Mental and Emotional Health (MEH)** teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand.
- **Safety and Disease Prevention (SDP)** helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance overall health.
- **Substance Abuse Prevention (SAP)** promotes overall health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will practice resisting negative peer pressure, understand marketing tactics, and learn the benefits of a substance free lifestyle.
- **Nutrition (N)** helps students understand the vital role food preparation and consumption will have on health throughout their life. A

healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement and decreased discipline and emotional problems. Students will learn how to choose or obtain the food necessary for overall health.

- **Human Development (HD)** teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students will learn and adopt behaviors which will maintain and enhance overall health.

The standards align vertically from kindergarten through high school, systematically building on knowledge and skills each year to confidently practice and reinforce healthy behaviors. Health Education helps students adopt and maintain healthy behaviors that protect health and avoid or reduce health risks for themselves and others. By the end of Health II, students will have developed the knowledge and skills necessary to make healthy decisions, achieve health literacy, and adopt health-enhancing attitudes and behaviors which will provide a foundation for leading healthy, productive lives.

# GRADE 3

Students should be encouraged to involve parents and families in the skills and lessons they learn.

In third grade, **Health Education builds on the knowledge and skill of students by learning and practicing behaviors** in each strand:

- **Health Foundations and Protective Factors of Healthy Self (HF)** is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. Students will practice goal-setting, communication, and relationship skills that support strong protective factors.
- **Mental and Emotional Health (MEH)** teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand. Students will learn strategies to cope with different emotions and stress management techniques.
- **Safety and Disease Prevention (SDP)** helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health. Students will practice safety procedures for various environments.
- **Substance Abuse Prevention (SAP)** improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will learn how to resist peer pressure using healthy alternatives and understand the negative consequences substances have on the body.
- **Nutrition (N)** helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement, and decreased discipline and emotional problems. Students

will demonstrate healthy food choices at meals and recognize social influences on eating behavior.

- **Human Development (HD)** teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students will learn the building blocks of the human body and the importance of good hygiene.

**Strand 1: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF HEALTHY SELF (HF)**

*Students will be introduced to conflict resolution, coping strategies, and resiliency.*

- **Standard 3.HF.1:** Set a measurable short-term goal and identify people who can help achieve that goal.
- **Standard 3.HF.2:** Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict.
- **Standard 3.HF.3:** Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.
- **Standard 3.HF.4:** Describe the qualities of a healthy relationship.
- **Standard 3.HF.5:** Explain how trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) are resources for advice and guidance when making decisions.

**Strand 2: MENTAL AND EMOTIONAL HEALTH (MEH)**

*Students will learn how to cope with emotions and stress.*

- **Standard 3.MEH.1:** Identify healthy strategies individuals may use to cope with disappointment, grief, sadness, and loss, including talking with a trusted adult.
- **Standard 3.MEH.2:** Define positive and negative stress and identify how each type feels. Identify behaviors or ways to alleviate stress.
- **Standard 3.MEH.3:** Describe how various sources (for example, media, internet, social media, other people) can influence mental and emotional health and identify appropriate ways to respond.

**Strand 3: SAFETY AND DISEASE PREVENTION (SDP)**

*Students will practice procedures and methods that contribute to safety.*

- **Standard 3.SDP.1:** Explain and practice procedures to follow in case of emergency which

may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings. Describe how to react and promptly report to a trusted adult or emergency services.

- **Standard 3.SDP.2:** Identify personal behaviors that contribute to a safe or unsafe environments and discuss safety rules at home, school, and in the community.
- **Standard 3.SDP.3:** Describe safety guidelines for internet and social media and describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (for example, dangerous activities, unsafe challenges, purchasing choices, eating behaviors).
- **Standard 3.SDP.4:** Describe procedures to follow when encountering another person's blood or other bodily fluids.

#### Strand 4 : **SUBSTANCE ABUSE PREVENTION (SAP)**

*Students will explore the benefits of refusing to use harmful substances.*

- **Standard 3.SAP.1:** Demonstrate how to respond when approached by an individual and asked to make a poor choice.
- **Standard 3.SAP.2:** Identify healthy alternatives (for example, physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.
- **Standard 3.SAP.3:** Examine the consequences to the brain, body and lungs when oxygen is limited through inhaling substances (for example, smoking, vaping, inhalants, candy, dust, pollutants).
- **Standard 3.SAP.4:** Examine the consequences to the brain and body when harmful substances are ingested (for example, intoxicants, energy drinks, chemicals, poisons).

#### Strand 5 : **NUTRITION (N)**

*Students will learn to make healthy nutritional choices and identify factors that influence food choices.*

- **Standard 3.N.1:** Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.
- **Standard 3.N.2:** Identify healthy foods, including snacks, in appropriate portion sizes.
- **Standard 3.N.3:** Describe the benefits of eating a nutritious breakfast.
- **Standard 3.N.4:** Discuss how family, peers, culture, and media influence eating habits.

Strand 6: **HUMAN DEVELOPMENT (HD)**

*Students will learn basic anatomy, universal precautions, and skills to report abuse. Utah Code requires parental notification for instruction on child sexual abuse prevention.*

- **Standard 3.HD.1:** Define hygiene and discuss its importance for health and well-being.
- **Standard 3.HD.2:** Identify the building blocks of the human body (for example, cells, tissues, organs, organ systems, organisms).
- **Standard 3.HD.3:** Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.



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