



	L1	L2	L3	L4	L5
HEALTH EDUCATION STANDARDS BENCHMARK					
HE.3.C.1.1 Describe healthy behaviors that affect personal health	*	*	*	*	*
HE.3.C.1.3 Describe ways a safe, healthy classroom can promote personal health	*	*	*	*	*
HE.3.C.1.4 Recognize common childhood health conditions			*	*	*
HE.3.C.1.5 Recognize that body parts and organs work together to form human body systems			*	*	*
HE.3.C.1.6 Describe why it is important to seek health care	*	*	*	*	*
HE.3.C.2.4 Identify classroom and school rules that promote health and disease prevention	*	*	*	*	*
HE.3.C.2.6 Discuss the positive and negative impacts technology may have on health		*			*
HE.3.B.3.1 Locate resources from home, school, and community that provide valid health information	*	*		*	*
HE.3.B.3.2 Describe criteria for selecting health information, resources, products, and services	*	*	*	*	*
HE.3.B.4.1 Identify effective verbal and nonverbal communication skills to enhance health	*	*	*	*	*
HE.3.B.4.2 Demonstrate refusal skills that avoid or reduce health risks	*	*	*	*	*
HE.3.B.4.3 Demonstrate nonviolent strategies to manage or resolve conflict	*	*	*	*	*
HE.3.B.4.4 Explain ways to ask for assistance to enhance personal health	*	*	*	*	*
HE.3.B.5.1 Recognize circumstances that can help or hinder healthy decision making	*	*	*	*	*
HE.3.B.5.2 List healthy options to health-related issues or problems	*	*	*	*	*
HE.3.B.5.3 Discuss the potential short-term personal impact of each option when making a health-related decision	*	*	*	*	*
HE.3.B.5.4 Find a healthy option when making a decision for yourself	*	*	*	*	*
HE.3.B.5.5 Explain when assistance is needed when making a health-related decision	*	*	*	*	*
HE.3.P7.1 Practice responsible personal health behaviors	*	*	*	*	*
HE.3.P7.2 Investigate a variety of behaviors that avoid or reduce health risks	*	*	*	*	*
HE.3.P8.1 Promote positive behaviors to others	*	*	*	*	*
SOCIAL STUDIES STANDARDS BENCHMARK					
SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.	*	*	*	*	*
LAFS: LANGUAGE ARTS FLORIDA STANDARDS					
LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	*	*	*	*	*
LAFS.3.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	*			*	*
LAFS.3.LI.1.3 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.	*	*	*	*	*
LAFS.3.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	*	*	*	*	*

	L1	L2	L3	L4	L5
LAFS: LANGUAGE ARTS FLORIDA STANDARDS					
LAFS.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.	*	*	*	*	*
LAFS.3.L.3.6 Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	*	*	*	*	*
MAFS: MATHEMATICS FLORIDA STANDARDS					
MAFS.3.G.1.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	*				
ESOL STRATEGIES					
Audiovisual Aids	Throughout All Lessons				
Hands-on Activities					
Simplified Grammatical Structures					
Incorporate Prompts, Cues and Facial Expressions					
Simplified Worksheets					
Teacher Modeling					
Use of Illustrations and Diagrams					
Use of Simple Direct Language					
Explanation of Key Concepts Supported by Graphics					
Application of Concepts through Use of Journal Responses					
SPECIAL NEEDS					
Visit SaferSmarterKids.org to access the Lauren's Kids Safer, Smarter Kids for Children with Special Needs.					

Current as of November 2014. For the most up-to-date information about education standards in your state, please visit SaferSmarterKids.org.