

***HealthSmart* Alignment with
Texas Essential Knowledge
and Skills for Health Education**

Adopted 2020

Grades K–5

advancing
health
equity **etr.**

| Grade K | HealthSmart (Grade – Lesson) |
|---|--|
| Physical Health and Hygiene | |
| (1) examine the structure, function, and relationships of body systems and their relevance to personal health, and name the five senses | K – 4, 24, 26 (body systems) Five senses not covered |
| (2A) name people who can provide health care guidance such as parents, family members, other trusted adults, teachers, and health care professionals | K – 3, 7, 8, 9, 10, 11, 18, 22 |
| (2B) identify personal health and hygiene habits that help individuals stay healthy such as hand washing and brushing teeth | K -5, 6 |
| (2C) discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization | K – 6 Immunization not covered |
| (2D) identify head lice and biting insects that may cause illness and their proper removal and care | K – 8 (insect bites) Lice not covered specifically |
| Mental Health and Wellness | |
| (3A) identify their own feelings and emotions | K – 2 |
| (3B) describe and practice calming and self-management strategies | K – 2 |
| (3C) discuss how friends can influence a person's behavior | 1 – 3 |
| (3D) demonstrate skills for making new acquaintances | Can be addressed in 1 – 3 (having friends) |
| (3E) demonstrate respect and communicate appropriately with individuals | Can be addressed in K – 1, 2, 3 (as part of getting along with others) |
| (3F) identify and practice ways to solve conflicts with a friend | Can be addressed in K – 2 Conflict covered in 4 – 14, 15 |
| (4A) describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness | Can be included in K – 1 |
| (4B) discuss the meaning of goals and identify at least one health-related goal | K – 5, 6, 23, 25 |
| (5) use appropriate skills to identify and manage conditions related to mental health and wellness; discuss how to treat peers with different learning needs with dignity | K – 1 (respecting differences) K – 2 (managing feelings) |
| Healthy Eating and Physical Activity | |
| (6A) demonstrate an understanding that the human body is composed mostly of water and explain the importance of drinking water daily | K – 23 |
| (6B) identify healthy portion sizes for common food items | Can be addressed in K – 22 |
| (6C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein | K –22 Food groups covered in Grade 4 |
| (6D) identify healthy and unhealthy snack choices | K – 22 |
| (7A) describe basic facts of food allergy safety such as not sharing food and explain the importance of respecting others who have allergies | Not covered |
| (7B) identify habits that help individuals stay healthy such as getting the proper amount of sleep and daily physical activity | K – 24, 25 (physical activity) 1 – 8 (sleep) |

| Grade K (continued) | HealthSmart (Grade – Lesson) |
|--|--|
| Injury and Violence Prevention and Safety | |
| (8A) discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911 | K – 18, 19 |
| (8B) identify the purpose and demonstrate the proper use of protective equipment such as seat belts, booster seats, and bicycle helmets | K – 15 |
| (9A) identify roles and characteristics of a trusted adult | K – 3, 10 |
| (9B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations | K – 10 (feeling safe) 1 – 20 (inappropriate touch) |
| (9C) identify personal space and appropriate boundaries | Can be addressed in K – 10 1 – 20 (inappropriate touch) |
| (10A) name safe play environments | Can be addressed in K – 12, 13, 14 (street smart) |
| (10B) name objects that may be dangerous such as knives, scissors, and screwdrivers and explain how they can be harmful | K – 16, 17 |
| (10C) recall personal home address as part of a personal safety plan | Can be addressed in K – 10 or 1 – 11 (safe routes and havens) |
| (11A) identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment | K – 10 (help in general) 1 – 18 (help with bullying) |
| (12A) identify bullying behaviors and the role of the bystander | K – 11 |
| (12B) identify ways to discourage bullying | K – 11 |
| (12C) describe appropriate actions to take in response to bullying such as telling a parent or another trusted adult | K – 11 |
| (12D) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person | K – 10, 11 1 – 20 (inappropriate touch) |
| Alcohol, Tobacco and Other Drugs* | |
| (13A) discuss the proper usage of medications | K – 7 |
| (13B) discuss the harmful effects of alcohol, tobacco, and drugs on physical health | K – 26, 27 (tobacco only) |
| (14) identify refusal skills and how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of alcohol, tobacco, and other drugs | K – 29 (secondhand smoke) |

* Grades K – 2 cover tobacco; Grades 3 and 4 cover tobacco and alcohol.

| Grade 1 | HealthSmart (Grade – Lesson) |
|---|---|
| Physical Health and Hygiene | |
| (1) examine the structure, function, and relationships of body systems and their relevance to personal health; demonstrate use of the five senses | Not covered |
| (2A) identify types of health care professionals and describe the services they provide such as medical checkups, dental exams, and vision and hearing screenings | 1 – 6 (dentist briefly covered) |
| (2B) describe personal hygiene and health habits that enhance individual health such as personal hygiene, oral hygiene, and getting enough sleep | 1 – 5, 6, 8 |
| (2C) describe ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization | 1 – 5 Immunization not covered |
| (2D) describe where head lice and biting insects that may cause illness, including ticks and mosquitos, are commonly encountered and how to avoid them | Not covered |
| Mental Health and Wellness | |
| (3A) identify their own feelings and emotions | 1 – 4 |
| (3B) discuss and explain how emotions can interrupt thinking and the self-management process | 1 – 4 |
| (3C) describe and practice calming and self-management strategies | 1 – 4 Practice included in K – 2, 2 – 3 |
| (3D) describe ways in which peers and families can work together to build healthy relationships | 1 – 1, 3 |
| (3E) describe ways to build and maintain friendships | 1 – 3 |
| (3F) identify ways to respectfully communicate verbally and nonverbally | 1 – 4 |
| (3G) identify feelings and emotions expressed by others | 1 – 4 |
| (3H) identify and practice ways to solve conflicts with friends and peers | Not covered explicitly 1 – 3 or 1 – 18 could address |
| (4A) discuss ways to be kind to self and how to identify areas for growth | 2 – 2 |
| (4B) explain the importance of goal setting and task completion | 1 – 23 [in context of nutrition] |
| (5A) discuss and demonstrate how to treat peers with different learning needs with dignity and respect | 1 – 18 [in context of preventing bullying] |
| (5B) identify situations that can create positive stress and positive emotions | 1 – 4 |
| (5C) discuss the signs and symptoms associated with negative stress such as loss or grief | 1 – 4 |

| Grade 1 (continued) | HealthSmart (Grade – Lesson) |
|---|--|
| Healthy Eating and Physical Activity | |
| (6A) explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals | Specific food groups not introduced until Grade 4. 1 – 21 includes these types of foods as part of healthy breakfast |
| (6B) identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate | Covered in Grade 5 |
| (6C) identify the food groups and classify examples of foods into each group | Covered in Grade 4 |
| (6 D) identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners | 1 – 21 |
| (7) identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity | Not covered |
| (8A) identify common food allergies and explain the importance of respecting others who have allergies | Not covered |
| (8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising | 1 – 8, 21, 22, 24, 25 |
| Injury and Violence Prevention and Safety | |
| (9A) discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or another trusted adult or contacting 911 | 1 – 11, 16, 17, 20 |
| (9B) identify the purpose and demonstrate proper use of protective equipment such as seat belts, booster seats, and bicycle helmets | 1 – 12 (helmets covered in 2 – 12) |
| (10A) practice refusal skills to protect personal space and avoid unsafe situations | 1 – 20 |
| (10B) identify appropriate personal boundaries, privacy, and space | 1 – 20 |
| (10C) recall parents'/caregivers' phone numbers as part of a personal safety plan | Not covered specifically, can be addressed in 1 – 11 |
| (11A) describe the difference between safe and unsafe environments | 1 – 9, 11 |
| (11B) identify ways to avoid weapons and harming oneself or others by staying away from dangerous situations and reporting to a parent or another trusted adult | K – 17 (firearms) 1 – 11, 15 & 16 (fire), 17 (emergency reporting), 20 (abuse) |
| (12) demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment | 1 – 18 could also be addressed in 1 – 20 |
| (13A) describe consequences for both the victim and the bully and the impact of bullying on the victim | 1 – 18 |
| (13B) discuss ways of discouraging bullying | 1 – 18 |
| (13C) explain the differences between teasing, joking, and playing around and bullying | 1 – 18 |
| (13D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person | 1 – 18, 20 |

| Grade 1 (continued) | HealthSmart (Grade – Lesson) |
|---|---|
| Alcohol, Tobacco and Other Drugs* | |
| (14A) identify the difference between over-the-counter and prescription drugs | 2 – 6 |
| (14B) identify and describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products on physical health | 1 – 26 (tobacco) K – 16 (household products) |
| (15) describe what poisoning or overdose could look like and identify how to respond, including who to contact for help | 1 – 17 (emergency help in general) |
| (16) identify how to get help from a parent or another trusted adult related to alcohol, tobacco, and drug abuse | 1 – 29 |
| (17) demonstrate refusal skills to avoid substance use and misuse; identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs | 1 – 26, 28, 29 Formal refusal skills practice begins in Grade 3 |

* Grades K – 2 cover tobacco; Grades 3 and 4 cover tobacco and alcohol.

| Grade 2 | HealthSmart (Grade – Lesson) |
|---|---|
| Physical Health and Hygiene | |
| (1A) examine the structure, function, and relationships of body systems and their relevance to personal health; describe ways to protect the five senses such as wearing sunglasses or using a safe volume setting on audio devices | 2 – 7, 8 |
| (2A) explain actions an individual should take when not feeling well | 2 – 6 |
| (2B) identify ways to avoid deliberate and accidental injuries | 2 – 9, 10, 11, 12, 13 |
| (2C) discuss the importance of practicing personal hygiene and health habits | 2 – 5, 7 |
| (2D) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; | 2 – 5 Immunization not covered |
| (2E) identify common illnesses and diseases, including asthma, diabetes, and epilepsy, and their symptoms | 2 – 5 (infectious only) |
| (2F) discuss the signs and symptoms of illness that may occur after contact with biting insects, including ticks and mosquitos | Not covered |
| Mental Health and Wellness | |
| (3A) communicate needs, wants, and emotions in healthy ways | 2 – 3 |
| (3B) describe and practice calming and self-management strategies | 2 – 3 |
| (3C) discuss and explain how thoughts and emotions are related | 2 – 3 |
| (3D) explain the effect of peer influence on an individual's social and emotional health | 1 – 3 |
| (3E) describe the qualities of a good friend | 1 – 3 |
| (3F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others | 2 – 4, 15 3 – 3, 4 |
| (3G) identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues | 2 – 3 |
| (3H) identify ways to prevent and repair broken friendships | Can be addressed in 3 – 4 |
| (4A) discuss ways to be kind to self and others | 2 – 2 |
| (4B) define personal growth and identify areas for one's personal growth | 2 – 2 |
| (4C) list the steps and describe the importance of goal setting and task completion | 2 – 19 [in context of nutrition] |
| (5A) identify strategies for managing different learning needs of self and others | Could be addressed in 2 – 2 (growth) or 2 – 18 (bullying) |
| (5B) identify positive and negative stressors and how they impact emotions and learning. | 2 – 3 |

| Grade 2 (continued) | HealthSmart (Grade – Lesson) |
|--|--|
| Healthy Eating and Physical Activity | |
| (6A) identify types of nutrients | Specific nutrients not covered until Middle School |
| (6B) use familiar objects to identify healthy food portions from different food groups | Covered in Grade 5 |
| (6C) identify healthy and unhealthy choices within the food groups | Food groups covered in Grade 4 2 – 17, 18 (healthy food choices for breakfast and snacks) |
| (6D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks | 2 – 16 |
| (7) identify various media that provide health information and how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals | 3 – 21 |
| (8A) identify signs and symptoms of common food allergies | Not covered |
| (8B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime | 2 – 17, 18, 19 |
| Injury and Violence Prevention and Safety | |
| (9) describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others | 2 – 9, 10, 11, 12, 13 |
| (10A) demonstrate refusal skills to protect personal space and avoid unsafe situations | 1 – 20, 3 – 16 |
| (10B) discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe | 2 – 15 [in context of bullying] 1 – 20 or 3 – 16 [abuse] |
| (11A) describe unsafe situations, including interacting with strangers | 1 – 11, 20 |
| (11B) explain ways to avoid weapons and report the presence of unsupervised weapons to a parent or another trusted adult | 3 – 10, 11 |
| (11C) identify the hazards of unsupervised and improper handling of guns and other weapons | 3 – 10, 11 |
| (11D) identify two trusted adults not part of the immediate family and recall their phone numbers as part of a personal safety plan | Not covered |
| (12A) identify unsafe requests made in a digital or online environment and how to take appropriate action | Not covered 1 – 20 or 3 – 16 could include |
| (12B) explain why obtaining help, especially from parents or other trusted adults, is critical when making decisions regarding digital and online use | Not covered |
| (12C) identify consequences that result from cyberbullying and inappropriate digital and online usage | Cyberbullying is introduced in Grade 3 (3 – 14) |
| (13A) describe consequences for the bully and the impact of bullying on the victim | 2 – 14, 15 |
| (13B) describe the difference between reporting and tattling | 2 – 15 |
| (13C) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety | 2 – 13, 15 |

| Grade 2 (continued) | HealthSmart (Grade – Lesson) |
|--|--|
| Alcohol, Tobacco and Other Drugs* | |
| (14A) describe the purposes of prescription and over-the-counter drugs and their intended benefits | 2 – 6 |
| (14B) explain the harmful effects on physical health and how to avoid alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products | 2 – 22, 23 |
| (15) describe what poisoning or overdose could look like and identify how to respond, including who to contact for help | Not covered |
| (16A) identify unsafe requests related to alcohol, tobacco, and other drugs made by friends | 2 – 26 |
| (16B) identify a trusted adult such as a parent, teacher, or law enforcement officer | 2 – 25 |
| (17) identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills | 2 – 24, 25, 26 Formal refusal skills practice begins in Grade 3 |

* Grades K – 2 cover tobacco; Grades 3 and 4 cover tobacco and alcohol.

| Grade 3 | HealthSmart (Grade – Lesson) |
|--|---|
| Physical Health and Hygiene | |
| (1A) name, locate, and describe the primary functions and major components of body systems, including the skeletal, muscular, circulatory, and respiratory systems | Not covered (focus is on knowledge that directly affects healthy behavior outcomes) |
| (2A) explain the importance of seeking assistance in making decisions about health | 3 – 13 |
| (2B) describe methods of accessing information about health | 3 – 1 (role models) Covered in Grade 5 |
| (2C) identify the benefits of decision making about personal health | 3 – 13, 26 |
| (2D) identify the importance of taking personal responsibility for developing and maintaining personal hygiene and health habits | 3 – 6, 7 |
| (2E) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization | 3 – 6, 7 Immunization not covered |
| (2F) identify that there are diseases such as allergies, asthma, diabetes, and epilepsy that are not caused by germs | Covered in Grade 5 (5 – 5) |
| (2G) identify common vectors, including ticks and mosquitos, and explain how and when to perform a self-check for vectors | Not covered |
| Mental Health and Wellness | |
| (3A) communicate needs, wants, and emotions in healthy ways | 3 – 2 |
| (3B) describe strategies for assessing thoughts and applying calming and self-management practices | 3 – 2 |
| (3C) discuss and explain how the brain develops through maturation | Not covered |
| (3D) distinguish between healthy and harmful influences of friends and others | 3 – 4 |
| (3E) describe the characteristics of healthy and unhealthy friendships | 3 – 4 |
| (3F) describe the value of respectful communication | 3 – 3, 4, 5 |
| (3G) discuss how others may experience situations differently than oneself | 3 – 4 Also covered in 4 – 14, 15 |
| (3H) demonstrate strategies for resolving conflicts. | 4 – 15 |
| (4A) define self-esteem and ways it is formed , including identifying areas for one's personal growth | 3 – 5 [term <i>self-esteem</i> not used] |
| (4B) describe the importance of seeking guidance from a parent or another trusted adult in setting goals | 3 – 22, 24 |
| (5A) describe methods for managing challenges related to long-term health conditions | Not covered |
| (5B) describe strategies to support others in managing different learning needs | Can be addressed in 3 – 4 and 5 |

| Grade 3 (continued) | HealthSmart (Grade – Lesson) |
|---|---|
| Mental Health and Wellness <i>(continued)</i> | |
| (5C) describe positive outcomes of stress, including creativity, focus, energy, drive, and purpose | 4 – 1 |
| (5D) describe and practice healthy behaviors that reduce stress | 4 – 3 |
| (5E) describe the importance of acceptance of oneself and others | 3 – 5 |
| Healthy Eating and Physical Activity | |
| (6A) classify foods by the nutrients they provide | Covered in Grade 4 on food groups |
| (6B) plan a balanced meal that follows government nutrition guidelines | 3 – 17 |
| (6C) examine nutrition labels to identify the difference between foods containing natural sugars and foods with added sugars or sweeteners | Labels covered in Grade 5 (5 – 18) |
| (6D) identify and categorize foods based on saturated and unsaturated fat content | 3 – 17 |
| (7) describe the importance of accessing health information through a variety of credible health resources | 3 – 21 |
| (8A) identify the common food allergens listed on food packaging | Not covered |
| (8B) describe how healthy and unhealthy behaviors affect body systems and demonstrate refusal skills in dealing with unhealthy eating situations | 3 – 17, 18, 19, 20, 21 Refusal skills around eating are covered in Middle School |
| Injury and Violence Prevention and Safety | |
| (9) develop a home-safety and emergency response plan such as a fire safety plan | 3 – 10, 11 [as part of the safety research/presentations] |
| (10) differentiate between healthy and unhealthy relationships and demonstrate effective strategies to address conflict; identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected | 3 – 4 (relationships), 20 (refusal skills around boundaries) |
| (11A) identify reasons for avoiding violence, gangs, weapons, and drugs | Violence prevention is stressed in Grade 5 and Middle School |
| (11B) identify characteristics of safe home, school, and community environments | 3 – 13 |
| (11C) discuss the hazards of unsupervised and improper handling of guns and other weapons | 3 – 10, 11 [as part of the safety research/presentations] |
| (11D) create a personal safety plan | 3 – 13 |
| (12A) identify and discuss the need for safety awareness in a digital or online environment | Not covered specifically |
| (12B) identify appropriate ways to communicate in digital and online environments | Not covered |
| (12C) discuss who is appropriate to communicate with and what is appropriate information to share in digital and online environments | Not covered |

| Grade 3 (continued) | HealthSmart (Grade – Lesson) |
|---|--|
| Injury and Violence Prevention and Safety <i>(continued)</i> | |
| (12D) explain consequences that result from cyberbullying and inappropriate digital and online usage | 3 – 14, 15 [cyberbullying only] |
| (13A) describe how to effectively respond to bullying and cyberbullying of oneself or others | 3 – 14, 15 |
| (13B) explain the importance of seeking assistance in making decisions about personal safety | 3 – 13 |
| (13C) define abuse and neglect | 3 – 16 (abuse) |
| Alcohol, Tobacco and Other Drugs* | |
| (14A) identify misuse and proper use of over-the-counter and prescription drugs | 3 – 8 |
| (14B) describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances, including inhalants, vaping products, and household products, on physical health | 3 – 25 |
| (15) describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health | 3 – 25 |
| (16) describe the signs of poisoning or overdose and identify how to respond, including who to contact for help | Not covered |
| (17A) describe how friends can influence a person's decision to use or not use alcohol or drugs | 3 – 27, 28 |
| (17B) describe the difference between reporting and tattling and why it is important to report the use of alcohol, tobacco, and other drugs by friends or peers. | Can be addressed in 3 – 26, 29 |
| (18) demonstrate refusal skills related to alcohol, tobacco, and other drugs using assertive communication | 3 – 29 |

* Grades 3 and 4 cover tobacco and alcohol; other drugs covered beginning in Middle School.

| Grade 4 | HealthSmart (Grade – Lesson) |
|---|---|
| Physical Health and Hygiene | |
| (1) name, locate, and describe the primary function and major components of the body systems, including the nervous, immune, digestive, and integumentary systems | Not covered (focus is on knowledge that directly affects healthy behavior outcomes) |
| (2A) explain the importance of health information and how it can be used | 5 – 4 |
| (2B) describe how health care decision making is influenced by external factors such as cost and access | Not covered |
| (2C) explain strategies for maintaining personal hygiene and health habits | 4 – 7, 8, 9 |
| (2D) distinguish between communicable and noncommunicable illnesses | 4 – 7 Covered in more detail in Grade 5 |
| (2E) explain actions to take when illness occurs, including asthma, diabetes, and epilepsy | Can be covered in 5 – 5 |
| (2F) define vector-borne illnesses and describe how to reduce their risk | Not covered |
| Mental Health and Wellness | |
| (3A) analyze how thoughts and emotions influence behaviors | 4 – 4 |
| (3B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger | 4 – 5 |
| (3C) discuss and explain how the brain develops during childhood and the role the brain plays in behavior | Not covered |
| (3D) identify positive and negative characteristics of social groups | Can be addressed in 4 – 14 |
| (3E) explain the importance of being a positive role model | Can be addressed in 4 – 5, 13, 15 |
| (3F) explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods | Can be addressed in 3 – 5 |
| (3G) identify verbal, physical, and situational cues that indicate how others may feel | 4 – 4 |
| (3H) explain the difference between assertive behavior and aggressive behavior | Can be addressed in 4 – 13, 14, 15 Covered in Middle School |
| (4A) discuss ways to help build self-esteem of self, friends, and others, including areas for one's personal growth and ways to gather constructive feedback | Not covered |
| (4B) explain the advantages of setting short- and long-term goals | Goals are set in 4 – 9, 19 |
| (4C) explain the importance of time management with respect to a goal | Can be addressed in the goal-setting lessons 4 – 9, 19 |
| (5A) describe methods for managing concerns related to long-term health conditions for self and others | Can be addressed in 5 – 5 if optional objective is included |
| (5B) differentiate between positive and negative stress | 4 – 1 |

| Grade 4 (continued) | HealthSmart (Grade – Lesson) |
|---|--|
| Mental Health and Wellness <i>(continued)</i> | |
| (5C) define sources of stress, including trauma, loss, and grief | 4 – 1, 2, 4 |
| (5D) discuss ways to promote a healthy body image | Covered in Middle School |
| (5E) identify ways to express and manage overwhelming emotions without harming oneself, others, or property such as calming strategies or talking to a parent or another trusted adult | 4 – 5, 6 |
| Healthy Eating and Physical Activity | |
| (6A) explain why the body needs each of the six major nutrients contained in foods | 4 – 17 |
| (6B) identify nutritional information on menus and food labels | Covered briefly in 5 – 18 |
| (6C) determine appropriate portion sizes when eating out, including at fast food restaurants | 5 – 19 |
| (6D) identify the recommended guidelines for added sugar consumption and explain how excess sugar consumption can impact health, including causing dental cavities and obesity | 5 – 18 |
| (6E) identify healthy fast-food choices such as ordering smaller serving sizes and substituting salads for fries and grilled foods for fried foods and their associated impacts on health | 5 – 19 |
| (7) identify the physical, mental, and social benefits of physical fitness | 4 – 18 |
| (8A) describe the importance of goal setting and set a goal for making healthy food choices | 4 – 19 |
| (8B) gather data from a variety of credible sources to help make informed nutritional and physical activity choices | Not covered |
| (9A) describe the connection between physical activity and the prevention of obesity, heart disease, and diabetes | 4 – 18 Covered in more detail in 5 – 6 |
| (9B) differentiate between healthy and unhealthy eating habits and demonstrate refusal skills in dealing with unhealthy eating situations | 5 – 18, 19 |
| Injury and Violence Prevention and Safety* | |
| (10) identify and demonstrate strategies for preventing and responding to injuries | <i>HealthSmart</i> does not cover first aid |
| (11) differentiate between healthy and unhealthy relationships and demonstrate effective strategies to address conflict; explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected. | 5 – 2 (relationships) 4 – 14, 15 (conflict resolution) 4 – 13 (resisting dares) 3 – 16 (boundaries, unsafe touch) |
| (12A) identify strategies for avoiding violence, gangs, and weapons | 5 – 10, 12 (fighting) |
| (12B) identify characteristics of gang behavior | 5 – 10 [briefly touched on in relation to fighting] |
| (12C) identify strategies that can be used to promote safety in homes, schools, and communities | 4 – 11, 12 |

* Grade 4 focuses on injury prevention; Grade 5 focuses on violence prevention.

| Grade 4 (continued) | HealthSmart (Grade – Lesson) |
|---|---|
| Injury and Violence Prevention and Safety <i>(continued)</i> | |
| (12D) create a personal safety plan | 4 – 12 |
| (13A) differentiate between appropriate and inappropriate ways to communicate in digital and online environments | Not covered |
| (13B) explain what information is appropriate to share and who it is appropriate to share information with in digital and online environments | Not covered |
| (13C) discuss the consequences of cyberbullying and inappropriate digital and online communication in relation to home and school environments | 5 – 7, 8 |
| (14A) analyze distinguishing characteristics of cyberbullying | 5 – 7 |
| (14B) describe the negative impact bullying, including cyberbullying, has on both the victim and the bully | 5 – 7, 8 |
| (14C) explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues | 5 – 9, 12 |
| (14D) identify types of abuse and neglect and ways to seek help from a parent or another trusted adult | Covered in Middle School |
| Alcohol, Tobacco and Other Drugs* | |
| (15A) explain why some drugs require a prescription | Medicines covered in K–2, Grade 3 and Middle School |
| (15B) identify the differences between prescription drugs, over-the-counter drugs, other drugs, and dangerous substances, including inhalants, vaping products, and household products | Medicines covered in K–2, Grade 3 and Middle School |
| (16A) describe the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health | 4 – 20 |
| (16B) describe the legal consequences of the misuse of alcohol, tobacco, other drugs, and dangerous substances | 4 – 20 |
| (17) describe the signs of poisoning or overdose and identify how to respond, including who to contact for help | Not covered |
| (18A) distinguish between positive and negative peer influences and their effects on a person's decision to use or not use alcohol or drugs | 4 – 21, 24 |
| (18B) identify methods available to report unsafe situations related to alcohol, tobacco, and other drugs | Can be addressed in 4 – 20, 24 |
| (19A) demonstrate refusal skills using assertive communication related to alcohol, tobacco, and other drugs | 4 – 22, 23 |
| (19B) identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances | 4 – 24 |
| Reproductive and Sexual Health | |
| (20A) explain changes that occur in males and females during puberty and adolescent development | 4 – 25, 26 5 – 34, 35 |
| (20B) define the menstrual cycle | 5 – 35 |

* Grades 3 and 4 cover tobacco and alcohol; Grade 5 focuses on alcohol; other drugs covered beginning in Middle School.

| Grade 5 | HealthSmart (Grade – Lesson) |
|---|--|
| Physical Health and Wellness | |
| (1A) describe the structure, functions, and interdependence of the major body systems, including the reproductive, endocrine, and urinary systems | Not covered (focus is on knowledge that directly affects healthy behavior outcomes) |
| (2A) explain how to manage common minor illnesses such as colds and skin infections | Not covered |
| (2B) identify how to distinguish between myth and fact when accessing information about health | 5 – 4 |
| (2C) identify decision-making skills that promote individual, family, and community health | 4 – 28 (decision making in general) 5 – 29 (related to alcohol use) |
| (2D) describe the benefits of promoting health maintenance for individuals and households | 5 – 6 |
| (2E) analyze how personal hygiene helps prevent the spread of germs and communicable illnesses | 4 – 7 |
| (2F) distinguish between treatments if infected by various vectors, including ticks and mosquitos | Not covered |
| Mental Health and Wellness | |
| (3A) analyze how thoughts and emotions influence behaviors | 5 – 1 |
| (3B) practice and apply strategies for calming and self-management | 4 – 5 |
| (3C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups | 5 – 2 |
| (3D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others | 5 – 3 |
| (3E) define and differentiate between sympathy and empathy toward others | Not covered |
| (3F) describe ways to engage in and promote positive interactions when conflict arises | 4 – 14, 15 |
| (4A) identify and demonstrate strategies to help build self-esteem for self, friends, and others | 5 – 1 |
| (4B) describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals; | 5 – 22, 23 (around eating/activity) Goal setting for emotional health is covered in Middle School |
| (4C) discuss choices and decision making as part of goal setting | Can be included in 5 – 22, 23 |
| (4D) identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback | Goal setting for emotional health is covered in Middle School |
| (5A) identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health | 5 – 9, 12 |
| (5B) discuss how brain development during childhood affects emotions and decision making | Not covered |
| (6A) compare and contrast healthy and unhealthy methods for managing concerns related to long-term health conditions for self and others | 5 – 6 |

| Grade 5 (continued) | HealthSmart (Grade – Lesson) |
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| Mental Health and Wellness <i>(continued)</i> | |
| (6B) identify situations in which stress can help to achieve goals and build resiliency | Not covered |
| (6C) examine ways to reduce the impact of stress, trauma, loss, and grief | 4 – 6 |
| (6D) define eating disorders and disordered eating patterns as mental health concerns and the importance of seeking help from a parent or another trusted adult for self or others if these patterns are observed | Covered in Middle School |
| (6E) describe situations that call for professional mental health services | 5 – 13 |
| (6F) discuss healthy alternatives to harming oneself, others, or property and the importance of telling a parent or another trusted adult when someone is struggling to manage overwhelming emotions or lacks support. | 5 – 13 |
| Healthy Eating and Physical Activity | |
| (7A) identify foods that are sources of one or more of the six major nutrients | 5 – 16 |
| (7B) examine food labels and menus for nutritional content, calories, and serving sizes | Covered briefly in 5 – 18 Covered in Middle School |
| (7C) identify the amount of sugar in common beverages and snacks and the daily recommended allowance for added sugar | 5 – 18 (Daily allowances covered in Middle School) |
| (7D) identify caffeine content of common beverages and health concerns associated with excess caffeine consumption. | Not covered |
| (8) explain the physical, mental, and social benefits of fitness | 5 – 21 |
| (9A) describe the importance of goal setting and set a goal for achieving appropriate levels of physical activity | 5 – 22, 23 |
| (9B) research and evaluate health products and information about physical activity and nutritional choices | Can be addressed in 5 – 4 |
| (10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes | 5 – 5 |
| (10B) identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes | 5 – 5 |
| Injury and Violence Prevention and Safety* | |
| (11) analyze strategies for preventing and responding to injuries | <i>HealthSmart</i> does not cover first aid |
| (12A) explain strategies for avoiding violence, gangs, and weapons and define human trafficking | 5 – 12 (in regard to fighting only) Others covered in Middle School |
| (12B) examine characteristics of gang behavior | Covered in Middle School |
| (12C) identify safety procedures that can be used in various situations, including violence in the home, school, and community | 5 – 9, 12, 15 (violence related) 4 – 11, 12 (injury risks) |
| (12D) create a personal safety plan | 4 – 12 |

* Grade 4 focuses on injury prevention; Grade 5 focuses on violence prevention.

| Grade 5 (continued) | HealthSmart (Grade – Lesson) |
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| Injury and Violence Prevention and Safety <i>(continued)</i> | |
| (13A) distinguish between appropriate and inappropriate boundaries for digital and online communication and research | Not covered |
| (13B) explain the benefits of identity protection in digital and online environments | Not covered |
| (13C) analyze the consequences of cyberbullying and inappropriate digital and online communication in relation to home, school, and community environments | 5 – 7, 8 |
| (14A) identify methods available to report bullying | 5 – 9 |
| (14B) identify ways to advocate for self and others to prevent bullying and cyberbullying behavior | 5 – 9 |
| (14C) explain the impact of abuse and neglect and the importance of reporting abuse and neglect | Can be addressed in 5 – 13 |
| Alcohol, Tobacco and Other Drugs* | |
| (15A) explain the reasons to avoid the misuse of over-the-counter and prescription drugs | Medicines covered in K–2, Grade 3 and Middle School |
| (15B) identify and explain the importance of each component of prescription and over-the-counter drug labels | Medicines covered in K–2, Grade 3 and Middle School |
| (15C) describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances | 5 – 24 |
| (16A) analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on the functions of the body systems and mental and social health | 5 – 24, 25 |
| (16B) describe the legal consequences of the illegal use of alcohol, tobacco, other drugs, and dangerous substances | 5 – 24, 29 |
| (17) describe the signs of poisoning or overdose and identify how to respond, including who to contact for help | Not covered |
| (18A) analyze how positive peer influence can be used to help a person decide not to use alcohol or drugs | 5 – 26, 27, 30 |
| (18B) describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and other drugs | 5 – 31 |
| (19A) assess how being assertive, using refusal skills, and evaluating peer influence can affect decision making and problem solving | 5 – 26, 28, 29 |
| (19B) identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs | 5 – 28, 29 |
| (19C) identify and describe healthy alternative activities to the use of drugs and other substances | 5 – 30 |

* Grades 3 and 4 cover tobacco and alcohol; Grade 5 focuses on alcohol; other drugs covered beginning in Middle School.

| Grade 5 (continued) | HealthSmart (Grade – Lesson) |
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| Reproductive and Sexual Health | |
| (20) identify characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility | 5 – 2 (healthy relationships in general); romantic relationships covered in Middle School |
| (21A) define sexual harassment, sexual abuse, sexual assault, and sex trafficking | Covered in Middle School |
| (21B) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult | Covered in Middle School |
| (21C) identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships | Covered in Middle School |
| (21D) discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others | 5 – 2, 3 |
| (22A) explain the physical, social, and emotional changes that occur in males and females during puberty and adolescent development; | 5 – 34, 35 |
| (22B) describe the process of the menstrual cycle | 5 – 35 |
| (22C) identify and describe the role of hormones in the growth and development of secondary sex characteristics such as body hair growth and voice change in males | 5 – 34, 35 |
| (22D) define the processes of fertilization and reproduction | Covered in Middle School |
| (22E) identify significant milestones of fetal development | Not covered |