

***HealthSmart* Alignment with  
New York City  
Health Education  
Scope & Sequence**

**Grades K–5**

<b>Grade K</b>	
<b>Personal Health and Safety</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
PHS1.1 The safety rules for the home, the school, and the community.	K – 12 (traffic rules), 13 (walking), 14 (crossing), 15 (passenger), 16 (poisons), 17 (firearms)
PHS1.2 The steps needed to make a decision related to safety and injury prevention.	K – 20
PHS1.3 How to stay safe when riding in a bus or other vehicle.	K – 15 (car) 1 – 13 (school bus)
PHS1.4 How to stay safe when crossing streets, riding a bicycle, or playing.	K – 12 (traffic rules), 13 (walking), 14 (crossing) 1 – 14 (playground)
PHS1.5 How to identify and respond to emergency situations.	K – 18, 19
PHS1.6 How to identify people who are strangers and understand how to avoid contact with strangers.	K – 10 (would need to add stranger emphasis)
PHS1.7 How to identify trusted adults to keep the students safe at home, at school, and in the community.	K – 3, 7, 8, 10, 11, 18, 19
PHS1.8 How to ask their trusted adults for help if they are feeling uncomfortable, scared, and/or unsafe.	K – 9, 10, 11, 18, 19
PHS1.9 How to distinguish between safe and unsafe touch.	1 – 20
PHS1.10 They are not at fault if someone should touch them in an unsafe way.	1 – 20
PHS1.11 Everyone has the right to tell others not to touch his or her body.	1 – 20
<b>Health Skills</b>	
PHS 3.2 Identify trusted adults who can help in emergency situations.	K – 18
PHS 3.2 Identify people at home, at school, and in the community who can help keep them safe.	K – 3, 7, 8, 10, 11, 18, 19
PHS5.1 Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.	K – 10, 18

<b>Grade K (continued)</b>	
<b>Nutrition and Physical Activity</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
NPA1.1 Food gives us energy and helps us grow.	<b>K – 21</b>
NPA1.2 It is important to eat a variety of healthy foods.	<b>K – 22</b>
NPA1.3 It is important to eat fruits and vegetables of every color for good health.	<b>K – 22</b> (add emphasis on fruits/vegetables) <b>2 – 18, 19</b>
NPA1.4 How to identify fruits and vegetables to have at meals and for snacks.	<b>2 – 18, 19</b>
NPA1.5 The steps to take to achieve a personal goal to improve healthy eating and/or increase daily activity.	<b>K – 23</b> (drinking water), <b>25</b> (activity) <b>1 – 23</b> (breakfast or drinking water) <b>2 – 19</b> (eating 5 a day)
NPA1.6 The importance of washing hands before and after preparing food and eating.	<b>K – 6</b> (handwashing in general, reinforce during nutrition lessons)
NPA1.7 The body signals that tell people when they are hungry and when they are full	<b>K – 21</b>
NPA1.8 The benefits of drinking plenty of water, especially when being physically active.	<b>K – 23</b>
NPA1.9 The benefits of being physically active.	<b>K – 24, 25</b>
<b>Health Skills</b>	
NPA6.1 Set a goal and create a plan to drink plenty of water, eat more fruits and vegetables, or to be physically active each day.	<b>K – 23</b> (drinking water), <b>25</b> (activity) <b>1 – 23</b> (breakfast or drinking water) <b>2 – 19</b> (eating 5 a day)

<b>Grade K (continued)</b>	
<b>Social, Emotional and Mental Health</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
SEM1.1 How people are similar and different.	K – 1
SEM1.2 Why it's important to accept differences in others.	K – 1
SEM1.3 Every person is unique and special.	K – 1
SEM1.4 How to identify, express, and deal with strong feelings of sadness, fear, and anger in healthy ways.	K – 2
SEM1.5 Various techniques to effectively communicate wants, needs, and feelings in healthy ways. How to ask a trusted adult for help when dealing with strong feelings.	K – 3
SEM1.6 Ways to be more understanding toward others.	K – 1
<b>Health Skills</b>	
SEM 3.1 Identify trusted adults at home and school who can help manage feelings of sadness, fear and anger.	K – 3
SEM 4.1 Demonstrate how to ask a trusted adult for help with strong feelings.	K – 3
SEM 4.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.	K – 2, 3

<b>Grade K (continued)</b>	
<b>Disease and Illness Prevention (HIV/AIDS)</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
DP1.1 What it means to be healthy.	K – 4
DP1.2 Correlation between being healthy and feeling good.	K – 4
DP1.3 The difference between sick and healthy.	K – 7
DP1.4 At least three things they can do to maintain good health (e.g., the steps of proper hand washing).	K – 5, 6, 7
DP1.5 Illnesses that are easily transmitted vs. those that are not.	2 – 5
DP1.6 A simple definition of the terms HIV and AIDS.	Not covered
DP1.7 A variety of hygiene practices such as washing hands, covering one’s mouth with an elbow when coughing or sneezing, and brushing and flossing teeth can keep someone healthy and feeling good.	K – 5 (brushing teeth), 6 (handwashing) 1 – 6 (includes flossing) 2 – 5 (cold prevention)
<b>Health Skills</b>	
DP6.1 Identify a goal that can help keep them healthy, like hand washing.	K – 5, 6 1 – 5, 6, 8 (sleep)
DP7.1 Demonstrate hygiene practices such as washing hands, covering one’s mouth with an elbow when coughing or sneezing, and brushing and flossing teeth.	K – 5, 6 1 – 5, 6 2 – 5

<b>Grade 1</b>	
<b>Social, Emotional and Mental Health</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
SEM1.1 How to recognize and identify different feelings.	1 – 4
SEM1.2 Frustration is a normal response to new and challenging tasks.	2 – 3 (covers frustration specifically) Can be added to 1 – 4
SEM1.3 Appropriate ways to express and deal with feelings of frustration and anger.	1 – 4 K – 2 and 2 – 3 include specific anger management techniques
SEM1.4 The characteristics and benefits of healthy relationships (e.g., friendships, familial relationships).	1 – 2 (family), 3 (friends)
SEM1.5 How differences can enrich a friendship.	1 – 3 (add this specific concept to discussion)
SEM1.6 Why it is important to respect the personal space and boundaries of others.	1 – 3 (enhance discussion if needed)
SEM1.7 The difference between bullying and teasing and why it is wrong to bully or tease others.	1 – 18
SEM1.8 The difference between tattling and reporting and why it is important to tell a trusted adult when they or someone they know is feeling threatened or harmed.	1 – 18 also 2 – 14, 15 and 3 – 14
<b>Health Skills</b>	
SEM 4.1 Demonstrate the skill of listening.	K – 1 Would need to add to 1 – 2, 3, or 4
SEM 4.2 Demonstrate how to state their feelings clearly and communicate healthy boundaries in relationships (e.g., using “I-messages” to express what they like and do not like)	1 – 4 (add I-messages specifically for each of the scenario discussions)
SEM 7.1 Demonstrate techniques for handling frustration and anger (e.g., count to ten, take a break, ask for help).	1 – 4 K – 2 and 2 – 3 include specific anger management techniques
SEM 7.2 Practice recognizing other people’s boundaries.	1 – 3 or 18 (need to add practice)

<b>Grade 1 (continued)</b>	
<b>Alcohol, Tobacco and Other Drug Use Prevention</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
ATOD 1.1 The difference between safe and unsafe decisions.	1 – 9
ATOD 1.2 How tobacco harms the body.	1 – 26
ATOD 1.3 When a person is sick sometimes medicine is needed to help them get well or not get worse.	K – 7 2 – 6
ATOD 1.4 The harmful effects of medicines when they are used incorrectly.	2 – 6
ATOD 1.5 The difference between over-the-counter drugs and prescription drugs and rules for safe use of each.	2 – 6
ATOD 1.6 Family and school rules about medicine use.	K – 7 2 – 6
ATOD 1.7 Household products can be dangerous.	K – 16
<b>Health Skills</b>	
ATOD 2.1 Identify relevant influences of family on taking medicines safely.	K – 7 2 – 6
ATOD 5.1 Identify how family, peers, or media influence a decision to not use over-the-counter and prescription medicines in unsafe ways.	2 – 6 (would need to add)

<b>Grade 1 (continued)</b>		
<b>Growth and Development</b>		
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>	
GD 1.1	Family structures are varied and there are ways to show respect for all different types of families.	1 – 2
GD 1.2	How living things grow and mature.	2 – 2
GD 1.3	Stages of growth and development can vary greatly and still be normal (e.g., losing “baby” teeth, height, physical and cognitive development).	2 – 2
GD 1.4	Why sleep and rest are important for proper growth and good health.	1 – 8
GD 1.5	At least two ways of being touched that are okay with them.	1 – 20
GD 1.6	At least two ways of being touched that they do not like.	1 – 20
GD 1.7	If someone touches them in an unsafe way it is not their fault and they are not to blame.	1 – 20
GD 1.8	Everyone has the right to tell others not to touch his or her body.	1 – 20
GD 1.9	How to identify a trusted adult if they are feeling uncomfortable about being touched.	1 – 20
<b>Health Skills</b>		
GD 3.1	Recognize parents, guardians, and other trusted adults as resources for information about growth and development.	1 – 1 (promoting health in general) 2 – 2 (specific to g & d)
GD 7.1	Demonstrate healthy practices and behaviors to maintain or improve health.	1 – 5, 6, 7, 8

<b>Grade 1 (continued)</b>	
<b>Disease and Illness Prevention (HIV/AIDS)</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
DP1.1 How to identify good health practices (e.g., washing hands, brushing, flossing, sleep).	1 – 5, 6, 8
DP1.2 Why hygiene is important to good health.	1 – 5
DP1.3 How to classify diseases into three categories: “easy to pass,” “hard to pass,” and “cannot pass.”	Not covered Could add to 1 – 5 or 2 – 5
DP1.4 Viruses are types of germs that can cause disease.	2 – 5 (add to discussion of germs)
DP1.5 At least three ways germs can enter the body.	1 – 5 or 2 – 5 (need to make more explicit)
DP1.6 How to prevent germs from entering their bodies or the bodies of others (e.g., washing hands, cleaning and bandaging cuts, covering sneezes or coughs).	1 – 5 (handwashing only) 2 – 5 (includes other ways)
DP1.7 The function of the immune system.	Not covered
DP1.8 How HIV keeps the immune system from working properly.	Not covered
<b>Health Skills</b>	
DP5.1 Identify situations that need a decision related to personal health and wellness.	Not covered K – 20 and 2 – 9, 1-, 11, 12 cover decision making related to safety
DP7.1 Demonstrate the proper way to wash hands and brush and floss teeth	1 – 5, 6

<b>Grade 2</b>	
<b>Personal Health and Safety</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
PHS1.1 The benefits of personal health care practices, such as daily brushing and flossing teeth.	2 – 7, 8
PHS1.2 Why good hygiene habits are important to good health.	2 – 7, 8
PHS1.3 Sleep and rest are important for proper growth and development.	2 – 7, 8
PHS1.4 Ways to protect vision and hearing.	2 – 7, 8
PHS1.5 Steps for preventing harmful effects of the sun.	2 – 7, 8
PHS1.6 How to identify and respond to emergency situations.	K – 18, 19 1 – 17
PHS1.7 Safety rules for crossing streets, riding a bicycle, and playing.	2 – 9 (crossing), 12 (bicycle) 1 – 14 (playground)
PHS1.8 Safety rules for playing on a playground, swimming, and playing sports.	2 – 11 (water safety) 1 – 14 (playground)
PHS1.9 The importance of wearing safety gear.	2 – 12
<b>Health Skills</b>	
PHS5.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	2 – 9, 10, 11, 12, 26
PHS5.2 Explain potential positive and negative outcomes from a decision related to safety and injury prevention.	2 – 9, 10, 11, 12
PHS7.1 Demonstrate safety and injury prevention practices and behaviors.	2 – 9, 10, 11, 12, 13
PHS7.2 Demonstrate self-management by monitoring good hygiene behaviors.	2 – 7, 8

<b>Grade 2 (continued)</b>	
<b>Nutrition and Physical Activity</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
NPA1.1 Individuals need healthy food and regular physical activity to grow and stay healthy.	2 – 16, 17, 18, 19, 20, 21
NPA1.2 MyPlate can help guide us to make healthy food choices.	MyPlate instruction begins in Grade 4 4 – 16
NPA1.3 How to classify various foods into appropriate food groups using MyPlate.	4 – 16
NPA1.4 The importance of calcium-rich foods (e.g., leafy greens and dairy) for strong bones.	4 – 17
NPA1.5 Healthy snacks include whole foods, such as fruits and vegetables.	2 – 18
NPA1.6 Foods such as nuts, wheat, eggs, shellfish, and dairy products can cause allergic reactions in some people.	Not covered
NPA1.7 The importance of eating breakfast every day.	2 – 17
NPA1.8 The benefits of drinking water, especially before, during, and after physical activity.	2 – 16
NPA1.9 How to encourage peers to make healthy good choices and be physically active.	2 – 20
<b>Health Skills</b>	
NPA2.1 Discuss how family, friends, and media influence food choices.	3 – 21
NPA6.1 Take steps to achieve a personal goal to improve healthy eating or to be physically active	2 – 19, 21
NPA8.1 Advocate for others to drink plenty of water every day, eat healthy food, and/or participate in daily physical activity.	2 – 16, 20, 22

<b>Grade 2 (continued)</b>	
<b>Growth and Development</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
GD 1.1 Their bodies are special and need to be cared for.	2 – 2
GD 1.2 How to identify safe and unsafe touches.	1 – 20 3 – 16
GD 1.3 Being touched or being forced to touch someone else is never a child’s fault and should be reported to a trusted adult.	1 – 20 3 – 16
GD 1.4 Identify a variety of behaviors that promote healthy growth and development.	2 – 7, 8
GD 1.5 Differences and similarities in the assumptions of how boys and girls may be expected to act.	Gender roles covered in Grade 5: 5 – 36 Could incorporate into 2 – 2
GD 1.6 The difference between bullying and teasing and why both are wrong.	2 – 14
GD 1.7 Bullying behavior can exist in all types of relationships.	2 – 14, 15 (add to discussion)
GD 1.8 Why it is important to identify and talk to a trusted adult if they are experiencing bullying behavior.	2 – 14, 15
<b>Health Skills</b>	
GD 4.1 Demonstrate how to respond effectively if someone is bullying or teasing them.	2 – 15
GD 4.2 Demonstrate how to clearly say no and how to leave an uncomfortable situation.	1 – 20 3 – 16
GD 5.1 Describe when help is and is not needed to make a decision related to violence prevention.	2 – 14, 15 Grade 4 covers explicitly in 4 – 14

<b>Grade 2 (continued)</b>	
<b>Disease and Illness Prevention (HIV/AIDS)</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
DP1.1 The distinction between healthy and unhealthy choices.	2 – 5 (related to disease prevention)
DP1.2 What people can do to prevent and treat illness.	2 – 6
DP1.3 The difference among illnesses that can be easily passed, are hard to pass, and cannot be passed from one person to another.	2 – 5 (would need to add more explicit discussion of this concept)
DP1.4 How germs are shared or passed to cause disease.	2 – 5
DP1.5 How to describe the immune system.	Not covered
DP1.6 What HIV is and how it weakens the immune system.	Not covered
DP1.7 If HIV progresses, it breaks down the immune system, allowing other illnesses to thrive.	Not covered
DP1.8 A person with HIV can take medicine to live a long, healthy life.	Not covered
DP1.9 How sickness affects people.	2 – 5 (colds only) K – 7 covers illness in general
<b>Health Skills</b>	
DP5.1 Use a decision-making process to reduce the risk of communicable disease or illness.	2 – 5 (analyze situations, but not a formal D-M process)
DP7.1 Identify what people can do to prevent and treat illness.	2 – 5
DP7.2 Evaluate ways to prevent the transmission of communicable diseases.	2 – 5

<b>Grade 3</b>	
<b>Personal Health and Safety</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
PHS1.1 The importance of wearing helmets, pads, mouth guards, water safety vests, and other safety equipment during athletic and outdoor activities.	3 – 9, 10, 11
PHS1.2 How concussions can happen, the symptoms and preventions of concussions, as well as the appropriate recovery.	3 – 9 (will need to add to discussion)
PHS 1.3 Safety hazards, including those related to fire, water, dangerous objects (including firearms), and being home alone.	3 – 9, 10, 11
PHS 1.4 Examples of dangerous or risky behaviors that might lead to injuries.	3 – 9, 10, 11, 13
PHS 1.5 Safe and unsafe (or uncomfortable) situations that occur in the home, the school, and the community, including appropriate and inappropriate touch.	3 – 9, 10, 11, 13, 16
PHS1.6 If someone touches them inappropriately, it is not their fault and they are not to blame.	3 – 16
PHS1.7 Different strategies for dealing with unsafe situations.	3 – 13
PHS1.8 The terms teasing, harassment, and bullying behavior and why these behaviors are wrong.	3 – 14, 15
PHS1.9 The harmful effects of online bullying behavior on the way one thinks and feels.	3 – 14
PHS1.10 The difference between tattling and reporting bullying behavior.	3 – 14
<b>Health Skills</b>	
PHS 3.1 Demonstrate how to locate sources of accurate safety and injury prevention information.	3 – 11
PHS 3.2 Identify parents and other trusted adults they can tell if they are being teased, harassed, bullied, or touched inappropriately.	3 – 15, 16
PHS7.1 Demonstrate safety and injury prevention practices and behaviors.	3 – 11
PHS7.2 Make a commitment to practice safety and injury prevention.	3 – 12

<b>Grade 3 (continued)</b>	
<b>Nutrition and Physical Activity</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
NPA1.1 The benefits of healthy eating, drinking plenty of water, exercising, and getting adequate sleep.	3 – 17 (eating), 18 (water), 23 (activity) 2 – 7 (sleep)
NPA1.2 A balanced diet means eating a variety of healthy foods from all five food groups, which include vegetables, fruits, whole grains, protein, and calcium-rich foods such as leafy greens and dairy.	3 – 17 (healthy foods rules) Specific food groups are covered in the Grade 4 MyPlate lessons
NPA1.3 We need to eat a balanced diet of healthy foods so that our bodies get the nutrients they need to be healthy and strong.	3 – 17
NPA1.4 MyPlate.gov is a guidance tool that can help us eat a balanced diet.	MyPlate instruction begins in Grade 4 4 – 16
NPA1.5 Whole grains, fruits, and vegetables are foods that provide our body with the fiber it needs to digest food in a healthy way.	4 – 17
NPA1.6 Food labels provide us with key information to help us make healthy choices when buying foods.	Covered in Middle School Could add to 3 – 17 or 3 – 21
NPA1.7 Eating a healthy breakfast provides our brain and body with the energy it needs to perform well.	3 – 19
NPA1.8 Trying new healthy foods can be fun and rewarding.	3 – 17, 21
NPA1.9 The importance of establishing healthy habits in our everyday life.	3 – 6 (hygiene), 18 (drinking water), 19 (breakfast), 20 (fruits/vegetables), 23 (physical activity)
<b>Health Skills</b>	
NPA2.1 Describe how the influences of media (e.g., advertising and technology) affect food choices and other eating practices and behaviors.	3 – 21
NPA8.1 Demonstrate how to persuade others to make healthy food choices.	Can include in 3 – 21 as part of analyzing influences, or in 3 – 22, 24 as part of supporting others' goals.

<b>Grade 3 (continued)</b>	
<b>Alcohol, Tobacco and Other Drug Use Prevention</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
ATOD 1.1 What the body needs to stay healthy.	Covered in a variety of ways <b>3 – 1, 6, 8, 17, 18, 19, 20, 23, 25</b>
ATOD 1.2 The basic function of body organs: brain, heart, lungs, liver.	Not covered
ATOD 1.3 The word “drug” is sometimes used to describe medicine that can help a sick person feel or get better. It is also used to describe an illegal substance that can hurt people.	<b>3 – 25</b>
ATOD 1.4 Things that damage the body: tobacco, alcohol and other drugs.	<b>3 – 25</b>
ATOD 1.5 Negative effects of drinking alcohol on balance, vision, coordination, speech, and decision making.	<b>3 – 25</b>
ATOD 1.6 Choices that detract from healthy lifestyles.	<b>3 – 25, 26</b>
ATOD 1.7 What people say and do when they pressure others and how they feel when they are pressured by friends.	<b>3 – 27, 28</b>
ATOD 1.8 Effective verbal and nonverbal communication skills when faced with negative peer pressure.	<b>3 – 29</b>
ATOD 1.9 The impact of tobacco, alcohol, and other drugs on reaching goals.	Can add to <b>3 – 26</b>
<b>Health Skills</b>	
ATOD 2.1 Identify peer and media influences on the use of alcohol and tobacco.	<b>3 – 28</b>
ATOD 4.1 Demonstrate ways to begin, continue, and end a conversation.	<b>3 – 4</b>
ATOD 4.2 Demonstrate ways to handle peer pressure, such as using clear communication and active listening skills (assertiveness, body language, eye contact, clarifying questions, “I-messages,” and asking for help).	<b>3 – 29</b>
ATOD 6.1 Set a goal that will keep them healthy and track their progress toward achieving that goal.	Do not set a goal in relation to ATOD <b>3 – 22, 24</b>

<b>Grade 3 (continued)</b>	
<b>Disease and Illness Prevention (HIV/AIDS)</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
DP1.1 How germs enter the body and can cause illness.	3 – 6
DP1.2 Ways to prevent illness.	3 – 6, 7
DP1.3 How to recognize ways the body fights disease.	3 – 6 (would need to add more explicit discussion of this concept)
DP1.4 How to identify positive health practices that reduce illness and disease.	3 – 6, 7
DP1.5 HIV is an infection that attacks the body's immune system.	Not covered
DP1.6 How to recognize that AIDS is an advanced phase of HIV.	Not covered
DP1.7 The difference between a healthy immune system and the immune system of a person living with HIV.	Not covered
DP1.8 The distinction between healthy and unhealthy choices.	3 – 13, 17, 18, 26
<b>Health Skills</b>	
DP5.1 Use a decision-making process to reduce the risk of communicable disease or illness.	3 – 7 (work on advocacy, but not a formal D-M process)
DP7.1 Describe practices and behaviors that reduce or prevent the spread of germs.	3 – 6, 7
DP7.2 Demonstrate ways to prevent the spread of germs, such as covering coughs and sneezes.	3 – 6, 7
DP8.1 Practice encouraging others to make positive personal health and wellness-related choices.	3 – 7

<b>Grade 4</b>	
<b>Personal Health and Safety</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)*</b>
PHS1.1 The term “first aid” and the role it plays in emergency situations.	<i>HealthSmart</i> does not cover first aid.
PHS1.2 Methods of handling first aid for a range of common minor emergencies.	<i>HealthSmart</i> does not cover first aid.
PHS1.3 Health problems associated with common childhood diseases or conditions such as asthma, allergies, diabetes, and epilepsy.	5 – 5 (optional activity)
PHS1.4 How to identify and respond to emergency situations related to common childhood diseases (e.g., asthma attacks, allergic reactions, seizures, and diabetic episodes).	Could add to 5 – 5
PHS1.5 Internet safety rules that inform them about how to deal with cyberbullying, exposure to inappropriate material, and online predators, and the importance of not sharing too much information.	5 –9 (may want to supplement discussion)
PHS1.6 Their school's policy on bullying behavior and cyberbullying.	Add to 5 – 7, 8 or 9
PHS1.7 Reasons why people take risks and examples of dangerous or risky behaviors that might lead to injuries.	4 – 10, 11, 12
PHS1.8 Consequences of unsafe, negative risk-taking behavior.	4 – 10, 11, 12
<b>Health Skills</b>	
PHS2.1 Describe how relevant influences of media, technology, and peers affect personal safety and injury prevention practices and behaviors.	4 – 12, 13
PHS8.1 Practice advocacy by informing others about asthma, allergies, diabetes, or epilepsy.	Could add to 5 – 5
PHS8.2 Practice advocacy by informing others about the importance of improving safety to reduce the risk of injury.	4 – 11

\* Grade 4 addresses risks and unintentional injury; Grade 5 addresses violence prevention.

<b>Grade 4 (continued)</b>	
<b>Nutrition and Physical Activity</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
NPA1.1 Making healthy choices for our bodies is a lifelong goal.	4 – 7, 9, 19, 20, 28
NPA1.2 Our bodies need a healthy, balanced diet that includes foods from all five food groups to get the nutrients it needs to grow and stay healthy.	4 – 16, 17
NPA1.3 The nutrients our bodies need to help us grow and stay healthy are protein, carbohydrates, vitamins, minerals, and fats.	4 – 17
NPA1.4 Our bodies also need water and fiber to process and digest food in a healthy way.	Add to 4 – 17
NPA1.5 Some ways that nutrients help our bodies stay healthy.	4 – 17
NPA1.6 How whole grains help us to digest and process nutrients in a healthy way.	Add to 4 – 17
NPA1.7 How to identify foods with high sugar content (e.g., soda, fruit drinks, and candy) and the negative effects of eating foods with too much added sugar.	3 – 17, 18
NPA1.8 Food labels list ingredients to help manage food allergies and promote nutrient-rich eating habits.	Covered in Middle School Could add to 4 – 16 or 4 – 17
NPA1.9 How to set goals and track progress to improve healthy eating and/or physical activity.	4 – 19, 20
NPA1.10 Physical activity, rest, and sleep are related.	4 – 7 (sleep), 18 (activity) May need to make connection more explicit
<b>Health Skills</b>	
NPA2.1 Analyze media messages and the effects of advertising on students' daily lives.	3 – 17 (food choices), 28 (pressure) 4 – 21 (tobacco/alcohol use) 5 – 14 (violence), 27 (alcohol use)
NPA2.2 Describe internal and external influences that affect food choices and physical activity.	3 – 17
NPA5.1 Choose a healthy food or beverage option when making a decision related to healthy eating behaviors.	4 – 19 (as part of goal setting only)
NPA6.1 Use the steps in a goal-setting model to set a realistic personal goal to improve healthy eating or physical activity behaviors.	4 – 19
NPA6.2 Track progress toward their personal goal to improve healthy eating or physical activity behaviors.	4 – 19

<b>Grade 4 (continued)</b>		
<b>Social, Emotional and Mental Health</b>		
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)*</b>	
SEM 1.1 How to identify characteristics of a mentally and emotionally healthy person.	3 – 1 5 – 1	
SEM 1.2 That there are positive, negative, physical, and emotional effects of stress.	4 – 1	
SEM 1.3 How to identify personal stressors at home, in school, and with friends.	4 – 2	
SEM 1.4 Positive and negative ways of dealing with stress and anxiety.	4 – 3	
SEM 1.5 How to identify feelings of depression, sadness, and hopelessness, and when to seek help from a trusted adult.	4 – 4, 6	
SEM 1.6 Nonviolent and healthy ways to manage stress and anger.	4 – 5	
SEM 1.7 At least three healthy and three unhealthy characteristics of personal relationships.	5 – 2	
SEM 1.8 The difference between the terms “upstander” and “bystander.”	5 – 7, 8, 9 (will need to incorporate “upstander” language)	
SEM 1.8 The four steps involved in being an “upstander” when bullying is happening.	5 – 7, 8, 9 (will need to incorporate “upstander” language)	
SEM 1.10 How being an “upstander” can inspire others to stand up against bullying.	5 – 7, 8, 9 (will need to incorporate “upstander” language)	
<b>Health Skills</b>		
SEM 4.1 Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.	5 – 3	
SEM 5.1 Identify options and their potential outcomes when making a decision related to bullying behavior.	5 – 8, 9 (may want to make analysis of options more explicit)	
SEM 7.1 Recognize aspects of good self-esteem, including valuing who you are and what you can do.	5 – 1	
SEM 7.2 Demonstrate techniques for coping with fear, stress, anger, and/or grief in healthy ways.	4 – 5	

\* Grade 4 addresses risks and unintentional injury; Grade 5 addresses violence prevention.

<b>Grade 4 (continued)</b>	
<b>Growth and Development</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
GD1.1 The physical, social, and emotional changes that may occur during puberty and adolescence.	4 – 25, 26 5 – 34, 35 (provide more detail)
GD1.2 Puberty and development can vary greatly and still be normal.	4 – 26
GD1.3 What hormones are and how they affect body function during puberty.	4 – 26 5 – 33 (provides more detail)
GD1.4 Personal hygiene practices related to puberty (showering, use of sanitary products, deodorant, etc.).	4 – 27 5 – 34, 35 (provide more detail)
GD1.5 The importance of getting appropriate amounts of sleep, rest, and exercise.	4 – 27
GD1.6 Personal characteristics related to gender expression and gender roles that make people different from one another.	5 – 36
GD1.7 Some of the ways in which norms and ideas around gender differences have changed over time.	Add to 5 – 36
GD1.8 Why it is wrong to tease or bully others based on personal characteristics (gender, appearance, mannerisms, and the way one dresses or acts).	4 – 26 (may want to make more explicit in discussion) 5 – 36
GD1.9 How to be compassionate and empathetic toward others.	4 – 25, 26 (implied)
GD1.10 The benefits of belonging to positive peer groups.	4 – 25 (may need to make more explicit in discussion)
GD1.11 The terms “peer pressure” and “peer influence.”	4 – 13 (in relation to dares), 21 (in relation to drug use)
GD1.12 The effect of peer pressure on decision making and goal setting.	4 – 13 (in relation to dares), 21 (in relation to drug use), 28 (focuses on decision making)
<b>Health Skills</b>	
GD2.1 Compare positive and negative ways friends and peers can influence relationships.	
GD3.1 Identify parents or other trusted adults of whom they can ask questions about puberty and adolescent health issues.	4 – 27
GD4.1 Use effective communication skills to discuss with parents or other trusted adults the changes that occur during puberty.	4 – 27
GD4.2 Identify and apply at least four peer-pressure refusal strategies (e.g., say no, walk away, reverse the pressure, make an excuse, better idea, broken record, state the facts).	4 – 13 (in relation to dares), 22, 23 (in relation to drug use) Add specific techniques as needed
GD7.1 Identify and practice at least one thing they can do to manage a physical, emotional, and/or social change during puberty.	4 – 26, 27

<b>Grade 4 (continued)</b>	
<b>Disease and Illness Prevention (HIV/AIDS)</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
DP1.1 How to describe the benefits of personal healthcare practices, such as tooth brushing and flossing, washing hair, and bathing regularly.	4 – 7
DP1.2 The basic function of the immune system.	Not covered
DP1.3 How HIV destroys the ability of the immune system to fight germs.	Not covered
DP1.4 What the phrase “chain of infection” means.	Not covered
DP1.5 Some infections are transmitted through airborne viruses.	Not covered
DP1.6 Vaccines are available for some viruses (e.g., measles) but not for all.	Not covered
DP1.7 Ways HIV can be transmitted (needle-sharing, pregnancy, childbirth, breastfeeding, blood transfusions, and sexual contact with someone living with HIV/AIDS).	Not covered
DP1.8 Ways HIV cannot be transmitted (hugging, sharing eating utensils, toilet seat).	Not covered
DP1.9 How myths about HIV transmission can be harmful.	Not covered
DP1.10 The definitions of positive and negative risk behaviors and peer pressure.	4 – 10 (in relation to injuries), 13 (in relation to dares)
<b>Health Skills</b>	
DP3.1 Demonstrate how to locate sources of accurate personal health and wellness information.	5 – 4
DP3.2 Identify barriers to accessing resources and ways to overcome these barriers.	Could add to 4 – 27 or 5 – 4
DP5.1 Describe the final outcome of a personal health- and- wellness-related decision.	4 – 28
DP8.1 Give factual information to improve the personal health and wellness of others.	4 – 20, 24, 26
DP8.2 Demonstrate how to persuade others to make positive health and wellness-related choices.	4 – 20, 24, 26

Grade 5	
Social, Emotional and Mental Health	
Essential Health Concepts	HealthSmart (Grade – Lesson)*
SEM1.1 How to recognize and manage their emotions using healthy strategies.	4 – 4, 5, 6
SEM1.2 Every person experiences events in life that trigger emotions such as grief, depression, anger, anxiety, guilt, and stress.	4 – 1, 2, 4 Can incorporate into 5 – 1
SEM1.3 Strategies for dealing with strong emotions (e.g., making mindful decisions about how to spend time each day; ensuring they get healthful amounts of sleep, exercise, leisure, and food) in ways that do not bring harm to self or others.	4 – 5 5 – 1 (would need to relate specifically to managing emotions)
SEM1.4 Strategies that are used to coerce or pressure someone to engage in negative behavior and/or violence.	5 – 11
SEM1.5 The characteristics of healthy relationships and unhealthy/ abusive relationships (e.g., friendships, family, and romantic relationships).	5 – 2
SEM1.6 How to use effective communication skills to maintain positive relationships and resolve conflicts peacefully.	5 – 3 4 – 14, 15 (conflict resolution)
SEM1.7 What empathy is and ways to be more understanding toward others.	5 – 2
SEM1.8 How sharing personal information— about one's self or others— electronically on social media sites (e.g., chat groups, e-mail, Facebook, Instagram, blogs) can negatively impact social, emotional, and mental health.	5 – 7 (in context of cyberbullying) Could add to 5 – 2 or 5 – 3.
Health Skills	
SEM 2.1 Analyze how relevant influences of family, peers, media and technology affect mental and emotional health practices and behaviors.	5 – 3 (family, peers), 7 (bullying), 11 (fights), 14 (violence), 19 (food choices), 26, 27 (alcohol use), 36 (gender roles)
SEM 4.1 Demonstrate effective verbal and nonverbal communication skills to manage or resolve interpersonal conflict.	5 – 3 4 – 14, 15 (conflict resolution)
SEM 7.1 Identify and practice healthy skills for coping with stress, conflict, disappointment, and/or failures (e.g., deep breathing, exercise, planning, talking to a trusted adult).	4 – 3, 5, 6
SEM 7.2 Practice at least two things they can do that will promote acceptance and appreciation of unique qualities in others and within themselves.	5 – 33 (in context of puberty) Could also incorporate into 5 – 1

Grade 5 (continued)	
Alcohol, Tobacco and Other Drug Use Prevention	
Essential Health Concepts	HealthSmart (Grade – Lesson)
ATOD 1.1 How healthy choices can impact lifelong wellness.	5 – 6
ATOD 1.2 How to identify personal strengths that prevent the misuse of drugs.	5 – 25, 29, 30
ATOD 1.3 How to identify sources of pressure which lead to drug experimentation.	5 – 25 (feelings), 26 (peers), 27 (media)
ATOD 1.4 A drug is a chemical that can change how the mind and/or body functions.	5 – 24 (alcohol only)
ATOD 1.5 When drugs are misused or abused they can damage a person’s brain or mind and cause addiction	5 – 24
ATOD 1.6 Help is available for people with addiction to get better.	Could add to 5 – 31 (current focus is on those affected by the alcohol use)
ATOD 1.7 Alcohol, tobacco, and other drug use affects peoples’ abilities to reach personal goals.	5 – 24
ATOD 1.8 The harmful effects of alcohol, marijuana, and other drugs on the developing brain and behavior.	5 – 24 (alcohol only) Middle School TAOD covers other drugs
ATOD 1.9 The effects of peer pressure on decision making.	5 – 26
ATOD 1.10 The value of decision-making skills in choosing to be drug-free.	5 – 29
ATOD 1.11 Illegal street drugs and the misuse of legal prescription drugs, such as opioids (painkillers), can cause physical, social, legal, emotional and mental problems.	Not covered until Middle School
ATOD 1.12 At least two ways that advertising promotes alcohol and tobacco use (e.g., frequent commercials, celebrity endorsement, distorted reality).	5 – 27
Health Skills	
ATOD 2.1 Analyze print and electronic media ads to determine whether or not they promote the misuse or abuse of drugs.	5 – 27
ATOD 4.1 Demonstrate peer refusal techniques to avoid risky behaviors.	5 – 28
ATOD 5.1 Demonstrate the ability to identify positive options when making a decision (about using alcohol, tobacco, and other drugs).	5 – 29
ATOD 5.2 Demonstrate the ability to identify positive options when making a decision (about using alcohol, tobacco, and other drugs).	5 – 29

<b>Grade 5 (continued)</b>	
<b>Growth and Development</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
GD 1.1 The physical, social, and emotional changes that occur during puberty and adolescence can vary greatly and still be normal.	5 – 33, 34, 35
GD 1.2 The function of hormones within the human body.	5 – 33, 34, 35
GD 1.3 Personal hygiene practices related to puberty (e.g., showering, use of sanitary products, deodorant).	5 – 33, 34, 35
GD 1.4 How to correctly identify some parts of the male and the female anatomy.	5 –34, 35
GD 1.5 The functions of at least two parts of the biological male and female reproductive system.	5 –34, 35
GD 1.6 Healthy ways to express affection, love, and friendship.	Can add to 5 – 37 Middle School ABST – 10
GD 1.7 Why it is wrong to tease or bully others based on personal characteristics (e.g., gender, appearance, mannerisms, and the way one dresses).	5 – 36
<b>Health Skills</b>	
GD 3.1 Identify at least one reliable, medically accurate source of information about reproductive anatomy, puberty, and/or personal hygiene.	5 – 38
GD 3.2 Identify parents or other trusted adults to whom they can ask questions about gender and other sexuality-related topics.	5 – 38
GD 7.1 Explain ways to manage the physical and emotional changes associated with puberty.	5 – 33
GD 8.1 Demonstrate ways students can work together to promote dignity and respect for all people.	5 – 36

<b>Grade 5 (continued)</b>	
<b>Disease and Illness Prevention (HIV/AIDS)</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Grade – Lesson)</b>
DP 1.1 Risk behaviors and their consequences (positive and negative).	5 – 6 (in relation to disease)
DP 1.2 The function of the immune system.	Not covered Could add to 5 – 6
DP 1.3 How HIV affects the immune system.	Not covered
DP 1.4 The difference between HIV and AIDS.	Not covered
DP 1.5 Methods of HIV prevention and transmission (e.g., needle-sharing, pregnancy, childbirth, breastfeeding, blood transfusion from an infected person, sexual contact with someone living with HIV/AIDS).	Not covered
DP 1.6 Ways HIV cannot be transmitted (e.g., kissing, hugging, sharing eating utensils, using a toilet seat).	Not covered
DP 1.7 Medicines can help people with HIV live long, healthy lives.	Not covered
DP 1.8 The terms “compassion” and “empathy.”	Not covered in relation to HIV/AIDS 5 – 2
DP 1.9 The impact of HIV/AIDS on various aspects of society.	Not covered
<b>Health Skills</b>	
DP5.1 Apply a decision-making model to real-life health-related situations.	4 – 28 5 – 29 (related to alcohol use)
DP7.1 Identify at least three ways they will help protect their bodies against germs and disease.	5 – 6
DP8.1 Identify ways to support a friend’s positive health behaviors.	5 – 9 (bullying), 15 (violence), 27 (alcohol use), 36 (respect for others)
DP8.2 Create a brochure, song, skit, poster, or public service announcement with factual information about HIV/AIDS.	Not covered