

## **HealthSmart Alignment with the Health Education Content Standards for California Public Schools**



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**Grades  
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# HealthSmart Alignment with the Health Education Content Standards for California Public Schools Grades K–5

## Content Areas

Grade-Level Emphasis	Nutrition and Physical Activity	Growth, Development, and Sexual Health		Injury Prevention and Safety	Alcohol, Tobacco, and Other Drugs	Mental, Emotional, and Social Health	Personal and Community Health
		Development and Growth	Sexual Health				
Grade K	✓	✓		✓	✓	✓	✓
Grade 1	X	✓		✓	X	X	✓
Grade 2	✓	X		X	✓	✓	X
Grade 3	X	✓		X	X	✓	✓
Grade 4	✓	X		✓	✓	X	X
Grade 5	✓	✓	✓	X	X	X	✓

✓ = Grade level assignment of content areas identified in CA Standards

X = Additional content areas covered in *HealthSmart* for each grade level

**Note:** Because each *HealthSmart* grade level covers all of the content areas, standards may be met by lessons a grade lower or higher than California's designated grade for that standard. For example, Grade 5 Violence & Injury Prevention lessons may meet the California Injury Prevention and Safety content standards listed for Grade 4, so lessons from both Grade 4 and Grade 5 have been matched to the relevant standards for that content area.

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Nutrition & Physical Activity			
1.1.N: Name a variety of healthy foods and explain why they are necessary for good health.	22 (A)		
1.2.N: Identify a variety of healthy snacks.	22 (C)		
1.3.N: Describe the benefits of being physically active.	24 (A)		
1.4.N: Recognize the importance of a healthy breakfast.		21 (A)	
Standard 2: Analyzing Influences			
2.1.N: Recognize that not all products advertised or sold are good for them.	Not covered until Grade 2		16, 17 (C)
Standard 3: Accessing Valid Information			
Skills for this content area are not identified until Grade 2.			
Standard 4: Interpersonal Communication			
4.1.N: Explain how to ask family members for healthy food options.	22 (C) 23 (C) [includes family activity around drinking enough water]		
Standard 5: Decision Making			
5.1.N: Describe ways to participate regularly in active play and enjoyable physical activities.	24 (A)		
Standard 6: Goal Setting			
Skills for this content area are not identified until Grade 2.			
Standard 7: Practicing Health-Enhancing Behaviors			
7.1.N: Select nutritious snacks.	22 (A) [Note: term "snacks" not used]		
7.2.N: Plan a nutritious breakfast.		21, 23 (A)	17 (A)
7.3.N: Choose healthy foods in a variety of settings.	22 (C) [foundational]		
Standard 8: Health Promotion			
Skills for this content area are not identified until Grade 2.			

**Key:** (A) = Assessed as a lesson objective; (C) = Covered, but not an objective

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Growth & Development			
Standard 1: Essential Concepts			
1.1.G: Explain that living things grow and mature.	Not covered until Grade 2		2 (A)
1.2.G: Describe their own physical characteristics.	1 (A)		
1.3.G: Name ways in which people are similar and ways in which they are different.	1 (A)		
1.4.G: Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).	3 (A) [focus is on family/friends]		
1.5.G: Name body parts and their functions.	4 (A), 22 (C)		
1.6.G: Name and describe the five senses.	Not covered		
Standards 2–8			
Skills for this content area are not identified until Grade 1.			
Injury Prevention & Safety			
Standard 1: Essential Concepts			
1.1.S: Identify safety rules for the home, the school, and the community.	12 (A), 13 (A), 14 (A), 15 (A), 16 (A), 17 (A)		
1.2.S: Identify emergency situations.	18 (A)		
1.3.S: Explain ways to stay safe when riding in a bus or other vehicle.	15 (A) [car]	13 (A) [school bus]	
1.4.S: Distinguish between appropriate and inappropriate touching.		20 (A)	
1.5.S: Explain that everyone has the right to tell others not to touch his or her body.		20 (A)	
1.6.S: Describe school rules about getting along with others.	11 (C)		
1.7.S: Recognize the characteristics of bullying.	11 (A)		
1.8.S: Identify ways to stay safe when crossing streets, riding a bicycle, or playing.	12 (C), 14 (A), [street safety]	14 (A) [playground]	12 (A) [bicycle safety]
1.9.S: Recognize that anything may be poisonous or cause harm if used unsafely.	16 (C)		
1.10.S: Identify people who are strangers and how to avoid contact with strangers.	18 [includes stranger threat as a type of emergency, but not covered otherwise]		
1.11.S: Demonstrate how to ask trusted adults for help.	3 (A), 19 (A)		
1.12.S: Define and explain the dangers of weapons.	17 (A)		
1.13.S: Explain the importance of telling a trusted adult if you see or hear about someone having a weapon.	17 (C)		

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Injury Prevention & Safety (continued)			
Standard 2: Analyzing Influences			
Skills for this content area are not identified until Grade 1.			
Standard 3: Accessing Valid Information			
3.1.S: Identify trusted adults who can help in emergency situations.	10 (A), 18 (A)		
Standard 4: Interpersonal Communication			
4.1.S: Demonstrate how to ask a trusted adult for help or call 9-1-1.	19 (A)		
4.2.S: Show how to answer the phone in a safe way.	Not covered		
Standard 5: Decision Making			
5.1.S: Identify situations when it is necessary to seek adult help or call 9-1-1.	18 (A)		
5.2.S: Role-play what to do if a stranger at home, in a car, or on the street approaches you.		Not covered explicitly; 20 covers actions to take in response to inappropriate touch	
Standard 6: Goal Setting			
Skills for this content area are not identified until Grade 4.			
Standard 7: Practicing Health-Enhancing Behaviors			
7.1.S: Follow rules for safe play and safety routines.	12 (C), 14 (A), [street safety]	14 (A) [playground]	12 (A) [bicycle safety]
7.2.S: Show how to cross the street safely.	14 (A)		
Standard 8: Health Promotion			
8.1.S: Show how to tell a trusted adult when you or a friend find a weapon.	17 (A)		
Alcohol, Tobacco & Other Drugs			
Standard 1: Essential Concepts			
1.1.A: Explain why medicines are used.	7 (C)		
1.2.A: Explain that medicines can be helpful or harmful.	7 (C)		
1.3.A: Recognize that medicines should be taken only under the supervision of a trusted adult.	7 (A)		
1.4.A: Recognize that some household products are harmful if ingested or inhaled.	16 (A)		
1.5.A: Recognize that tobacco smoke is harmful to health and should be avoided.	26 (A), 27 (A), 28 (A), 29 (A), 30 (C)		
Standards 2–8			
Skills for this content area are not identified until Grade 2.			

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Mental, Emotional & Social Health			
Standard 1: Essential Concepts			
1.1.M: Identify a variety of emotions.	2 (C)		
1.2.M: Describe the characteristics of families.		2 (A)	
1.3.M: Identify trusted adults at home and at school.	3 (A)		
1.4.M: Describe characteristics that make each individual unique.	1 (A)		
1.5.M: Describe and practice situations when it is appropriate to use "Please," "Thank you," "Excuse me," and "I'm sorry."	Not covered		
Standard 2: Analyzing Influences			
2.1.M: Identify ways family and friends help promote well-being.	3 (C)	2 (A), 3 (A)	
Standard 3: Accessing Valid Information			
3.1.M: Identify trusted adults at home and at school who can help with mental and emotional health concerns.	3 (A)		
Standard 4: Interpersonal Communication			
4.1.M: Show how to express personal needs and wants appropriately.	2 (A) [expressing emotions]		
4.2.M: Cooperate and share with others.	Not covered explicitly. Can be addressed in 1.		
Standard 5: Decision Making			
Skills for this content area are not identified until Grade 2.			
Standard 6: Goal Setting			
6.1.M: Make a plan to help family members at home.			1 [family activity]
Standard 7: Practicing Health-Enhancing Behaviors			
7.1.M Express emotions appropriately.	2 (A)		
7.2.M Describe positive ways to show care, consideration, and concern for others.	Not covered		
Standard 8: Health Promotion			
8.1.M: Encourage others when they engage in safe and healthy behaviors.	11 (A), 25 (A), 28 (A), 30 (A)		

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Personal & Community Health			
Standard 1: Essential Concepts			
1.1.P: Identify effective dental and personal hygiene practices.	5 (A), 6 (A)		
1.2.P: Describe sun-safety practices.		7 (A)	7 (A)
1.3.P: Define "germs."	6 (C)		
1.4.P: Explain why the transmission of germs may be harmful to health.	6 (C)		
1.5.P: Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash.	Not covered		
Standard 2: Analyzing Influences			
Skills for this content area are not identified until Grade 1.			
Standard 3: Accessing Valid Information			
3.1.P: Identify health care workers who can help promote healthy practices.	Not covered		
Standard 4: Interpersonal Communication			
4.1.P: Demonstrate how to ask for assistance with a health-related problem.	3 (A), 9 (A)		
Standard 5: Decision Making			
Skills for this content area are not identified until Grade 1.			
Standard 6: Goal Setting			
Skills for this content area are not identified until Grade 1.			
Standard 7: Practicing Health-Enhancing Behaviors			
7.1.P: Show effective dental and personal hygiene practices.	5 (A), 6 (A)		
7.2.P: Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).	6 (A)		
Standard 8: Health Promotion			
Skills for this content area are not identified until Grade 1.			



HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
<b>Growth &amp; Development</b>			
<b>Standard 1: Essential Concepts</b>			
<b>1.1.G:</b> Describe how living things grow and mature.		<b>24</b> (C) [illustrate growth and changes related to physical activity]	<b>2</b> (A)
<b>1.2.G:</b> Identify anatomical names of major internal and external body parts.	Not covered		
<b>1.3.G:</b> Identify a variety of behaviors that promote healthy growth and development.		<b>8</b> (A) [sleep], <b>24</b> (C) [moving body]	
<b>1.4.G:</b> Describe how members of a family have various roles, responsibilities, and individual needs.		<b>2</b> (C)	
<b>Standard 2: Analyzing Influences</b>			
<b>2.1.G:</b> Explain why sleep and rest are important for proper growth and good health.		<b>8</b> (A)	
<b>Standard 3: Accessing Valid Information</b>			
<b>3.1.G:</b> Recognize parents, guardians, and other trusted adults as resources for information about growth and development.		<b>1</b> (C) [how belonging keeps them healthy]	
<b>Standard 4</b>			
Skills for this content area are not identified until Grade 3.			
<b>Standard 5</b>			
Skills for this content area are not identified until Grade 3.			
<b>Standard 6</b>			
Skills for this content area are not identified until Grade 3.			
<b>Standard 7</b>			
Skills for this content area are not identified until Grade 3.			
<b>Standard 8</b>			
Skills for this content area are not identified until Grade 3.			
<b>Injury Prevention &amp; Safety</b>			
<b>Standard 1: Essential Concepts</b>			
<b>1.1.S:</b> Describe characteristics of safe and unsafe places.		<b>9</b> (A) [how it feels to be safe], <b>11</b> (C) [safe routes and havens]	
<b>1.2.S:</b> Identify labels of products that give information about cautions and dangers.	Not covered		
<b>1.3.S:</b> Discuss the meaning of basic safety-related signs, symbols, and warning labels.	Not covered		



HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Injury Prevention & Safety (continued)			
Standard 1: Essential Concepts (continued)			
1.4.S: Identify safety hazards in the home, at school, and in the community.		10 & 11 (C) [street], 13 (A) [school bus], 14 (C) [playground], 15 (A) [fire hazards]	
1.5.S: Identify ways to reduce risk of injuries at home, at school, and in the community.		10 & 11 (C) [street], 12 (A) [car], 13 (A) [school bus], 14 (C) [playground], 15 (A) & 16 (A) [fire hazards]	
1.6.S: Explain the importance of telling an adult if someone is in danger or being bullied.		18 (A)	
1.7.S: Distinguish between appropriate and inappropriate touching.		20 (A)	
1.8.S: Explain why the back seat is the safest place for young people to be when riding in a vehicle equipped with air bags.		12 (C)	
1.9.S: Define and explain the dangers of weapons and the importance of telling a trusted adult if you see or hear about someone having a weapon.	17 (A)		
1.10.S: Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt).		12 (A) [car], 13 (A) [school bus]	
1.11.S: Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.	Not covered		
1.12.S: Define simple conflict resolution techniques.	Instruction on conflict resolution begins in <b>Grade 4 – 4 &amp; 5</b>		
1.13.S: Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay).		20 (A)	
Standard 2: Analyzing Influences			
2.1.S: Describe internal and external influences that could lead to or prevent injury or violence.	Not covered		
Standard 3: Accessing Valid Information			
3.1.S: List people to go to for help if feeling unsafe or threatened.		9 (A)	
Standard 4: Interpersonal Communication			
4.1.S: Describe how to report dangerous situations.		17 (A)	
4.2.S: Identify ways to report inappropriate touching.		20 (A)	
Standard 5: Decision Making			
5.1.S: Analyze steps to take in emergency or potentially dangerous situations.		9 (C) [determining if a situation is safe], 11 (C) [safe routes], 15 (A), 16 (A) [fires], 17 (A) [calling for help]	

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
<b>Injury Prevention &amp; Safety</b> (continued)			
<b>Standard 5: Decision Making</b> (continued)			
<b>5.2.S:</b> Identify the benefits of using nonviolent means to resolve conflicts.	Covered beginning in <b>Grade 4 – 14</b> (C)		
<b>5.3.S:</b> Assess reasons for reporting weapons possession.	<b>17</b> [covered very simply]		
<b>5.4.S:</b> Analyze why wearing a helmet when biking, skateboarding, or in-line skating increases safety.			<b>12</b> (A)
<b>Standard 6: Goal Setting</b>			
Skills for this content area are not identified until Grade 4.			
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>			
<b>7.1.S:</b> Practice ways to stay safe at home, at school, and in the community.		<b>9</b> (C) [determining if a situation is safe], <b>10</b> (A) [street safety], <b>11</b> (C) [safe routes], <b>12</b> (A) [car safety], <b>13</b> (A) [school bus], <b>14</b> (C) [playground], <b>15</b> (A), <b>16</b> (A) [fires], <b>17</b> (A) [calling for help]	
<b>7.2.S:</b> Practice emergency, fire, and safety plans at home and at school.		<b>16</b> (A) [fire drill]	
<b>7.3.S:</b> Explain appropriate protective gear and equipment.			<b>12</b> (A) [helmets]
<b>Standard 8: Health Promotion</b>			
<b>8.1.S:</b> Encourage others to practice safe behaviors in the classroom and on the playground.		<b>19</b> (A)	
<b>Personal &amp; Community Health</b>			
<b>Standard 1: Essential Concepts</b>			
<b>1.1.P:</b> Explain the importance of effective dental and personal hygiene practices.		<b>5</b> (A), <b>6</b> (A)	
<b>1.2.P:</b> Identify the importance of sun safety.		<b>7</b> (A)	
<b>1.3.P:</b> Discuss the importance of preventing the transmission of germs.		<b>5</b> (C)	
<b>1.4.P:</b> Identify ways to prevent the transmission of communicable diseases.		<b>5</b> (C)	
<b>1.5.P:</b> Describe symptoms of some common health problems and illnesses, including chronic diseases (e.g., asthma, allergies, diabetes, influenza).	Not covered		
<b>1.6.P:</b> Explain the difference between communicable diseases and non-communicable diseases.	Not covered		

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
<b>Personal &amp; Community Health</b> (continued)			
<b>Standard 1: Essential Concepts</b> (continued)			
<b>1.7.P:</b> Discuss how individual behavior affects the environment and community.		Not covered	
<b>1.8.P:</b> Identify materials that can be reduced, reused, or recycled.		Not covered	
<b>1.9.P:</b> Identify emergency situations (e.g., injuries, abductions, fires, floods, earthquakes).		<b>17</b> (C)	
<b>Standard 2: Analyzing Influences</b>			
<b>2.1.P:</b> Explain how family and friends influence positive health practices.		<b>2</b> (A), <b>3</b> (A), <b>29</b> (A)	
<b>Standard 3: Accessing Valid Information</b>			
<b>3.1.P:</b> Identify individuals in the school and in the community who promote health.		<b>1</b> (A), <b>9</b> (A), <b>11</b> (A), <b>29</b> (C)	
<b>3.2.P:</b> Explain why parents or guardians keep a health record for their child.		Not covered	
<b>Standard 4: Interpersonal Communication</b>			
<b>4.1.P:</b> Demonstrate effective communication skills when asking for assistance with health-related problems.		<b>18</b> (A), <b>20</b> (A), <b>29</b> (A)	
<b>4.2.P:</b> Demonstrate effective communication skills in an emergency situation.		<b>17</b> (A)	
<b>Standard 5: Decision Making</b>			
<b>5.1.P:</b> Use a decision-making process to evaluate how personal hygiene behaviors promote one's health.		<b>5</b> [handwashing, not a formal D-M process]	
<b>Standard 6: Goal Setting</b>			
<b>6.1.P:</b> Make a plan to practice dental and personal hygiene.		<b>5</b> (A), <b>6</b> (A)	
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>			
<b>7.1.P:</b> Demonstrate proper tooth brushing and flossing techniques.		<b>6</b> (A)	
<b>7.2.P:</b> Demonstrate techniques for preventing disease transmission (e.g., covering sneezes and coughs, frequent hand washing).		<b>5</b> (A) [handwashing only]	<b>5</b> (A) [other techniques as well]
<b>7.3.P:</b> Demonstrate proper ways of protecting oneself from the sun and ways to select and apply sunscreen.		<b>7</b> (A) [sun protection methods, but no demonstration of sunscreen application]	
<b>7.4.P:</b> Demonstrate appropriate behaviors during fire drills, earthquake drills, and other disaster drills.		<b>16</b> (A) [fire drills, others could be included]	
<b>Standard 8: Health Promotion</b>			
<b>8.1.P:</b> Educate family and peers to protect against skin damage from the sun.		<b>7</b> (C)	
<b>8.2.P:</b> Demonstrate the ability to support other students who have chronic diseases and conditions (e.g., asthma, allergies, diabetes, and epilepsy).		Not covered	

HEALTH STANDARDS	GRADE 1	GRADE 2	GRADE 3
<b>Nutrition &amp; Physical Activity</b>			
<b>Standard 1: Essential Concepts</b>			
1.1.N: Classify various foods into appropriate food groups.	Instruction on food groups begins in <b>Grade 4 – 16 &amp; 17</b> .		
1.2.N: Identify the number of servings of food from each food group that a child needs daily.	Instruction on food groups begins in <b>Grade 4 – 16 &amp; 17</b> .		
1.3.N: Discuss the benefits of eating a nutritious breakfast every day.		<b>17 (A)</b>	
1.4.N: List the benefits of healthy eating (including beverages and snacks).		<b>16 (A), 17 (A), 18 (C)</b>	
1.5.N: Describe the benefits of drinking water in amounts consistent with current research-based health guidelines.		<b>16 (A)</b>	
1.6.N: Describe how to keep food safe from harmful germs.		<b>5 (C)</b> [can be included in germ prevention rules]	
1.7.N: Identify a variety of healthy snacks.		<b>18 (A)</b>	
1.8.N: Identify and explore opportunities outside of school for regular participation in physical activity.		<b>20 (C), 21 (A)</b>	
1.9.N: Explain how both physical activity and eating habits can affect a person's health.		<b>17 (C), 21 (A)</b>	
<b>Standard 2: Analyzing Influences</b>			
2.1.N: Discuss how family, friends, and media influence food choices.			<b>21 (A)</b>
<b>Standard 3: Accessing Valid Information</b>			
3.1.N: Identify resources for reliable information about healthy foods.	Not covered		
<b>Standard 4: Interpersonal Communication</b>			
4.1.N: Demonstrate how to ask family members for healthy food options.		<b>18</b> [includes family activity around healthy choices for snacks]	
<b>Standard 5: Decision Making</b>			
5.1.N: Use a decision-making process to select healthy foods.			<b>17 (A)</b>
5.2.N: Compare and contrast healthy and less-healthy food choices for a variety of settings.		<b>16 (A)</b> [beverages], <b>17 (A)</b> [breakfast]	
5.3.N: Identify safe ways to increase physical activity.		<b>20 (C)</b>	
<b>Standard 6: Goal Setting</b>			
6.1.N: Set a short-term goal to choose healthy foods for snacks and meals.		<b>19 (A)</b>	
6.2.N: Set a short-term goal to participate daily in vigorous physical activity.		<b>21 (A)</b>	

HEALTH STANDARDS	GRADE 1	GRADE 2	GRADE 3
<b>Nutrition &amp; Physical Activity</b> (continued)			
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>			
<b>7.1.N:</b> Examine the importance of eating a nutritious breakfast every day.		<b>17</b> (A)	
<b>7.2.N:</b> Plan a nutritious meal.			<b>17</b> (A), <b>21</b> (A)
<b>7.3.N:</b> Select healthy beverages.		<b>16</b> (A)	
<b>7.4.N:</b> Examine the criteria for choosing a nutritious snack.		<b>18</b> (C)	
<b>7.5.N:</b> Participate in physical activities with friends and family.		<b>20</b> (C), <b>21</b> (A)	
<b>Standard 8: Health Promotion</b>			
<b>8.1.N:</b> Practice making healthy eating choices with friends and family.		<b>18</b> [includes family activity around healthy choices for snacks]	
<b>8.2.N:</b> Explain to others what is enjoyable about physical activity		<b>20</b> (C), <b>21</b> (C)	
<b>Alcohol, Tobacco &amp; Other Drugs</b>			
<b>Standard 1: Essential Concepts</b>			
<b>1.1.A:</b> Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs).		<b>6</b> (C) [medicines], <b>23</b> (C) [tobacco]	
<b>1.2.A:</b> Explain why household products are harmful if ingested or inhaled.	Covered in <b>Grade K - 16</b>		
<b>1.3.A:</b> Identify that a drug is a chemical that changes how the body and brain work.		<b>23</b> (C) [tobacco]	
<b>1.4.A:</b> Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances.	Covered in <b>Grade K - 16</b>		
<b>1.5.A:</b> Explain why it is important to follow the medical recommendations for prescription and nonprescription medicines.		<b>6</b> (A)	
<b>1.6.A:</b> Identify rules for taking medicine at school and at home.		<b>6</b> (A)	
<b>1.7.A:</b> Identify refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs (e.g., use a clear "no" statement, walk or run away, change subject, delay).			<b>29</b> (A)
<b>Standard 2: Analyzing Influences</b>			
Skills for this content area are not identified until Grade 4.			
<b>Standard 3: Accessing Valid Information</b>			
<b>3.1.A:</b> Identify parents, guardians, and trusted adults who can provide accurate information and guidance regarding medicines.		<b>6</b> (C)	

HEALTH STANDARDS	GRADE 1	GRADE 2	GRADE 3
Alcohol, Tobacco & Other Drugs (continued)			
Standard 4: Interpersonal Communication			
4.1.A: Demonstrate refusal skills to resist an offer to use drugs or inappropriate medicines.			29 (A) [tobacco & alcohol]
4.2.A: Demonstrate communication skills to alert an adult about unsafe situations involving drugs or medicines.	Not covered		
Standard 5: Decision Making			
5.1.A: Evaluate why one person's medicines may not be safe for another person.		6 (C)	
Standards 6–8			
Skills for this content area are not identified until Grade 4.			
Mental, Emotional & Social Health			
Standard 1: Essential Concepts			
1.1.M: Describe a variety of emotions.	4 (C)	3 (A)	
1.2.M: Explain what it means to be emotionally or mentally healthy.			1 (A)
1.3.M: Explain the importance of talking with parents or trusted adults about feelings.		4 (A)	
1.4.M: Identify changes that occur within families.		1 (A)	
1.5.M: Identify characteristics of a responsible family member.		1 (C)	
1.6.M: Identify feelings and emotions associated with loss or grief.		3 (A)	
1.7.M: Discuss how to show respect for similarities and differences between and among individuals and groups.	2 (C);		5 (C)
1.8.M: List healthy ways to express affection, love, friendship, and concern.			4 (A)
1.9.M: Identify positive and negative ways of dealing with stress.		3 (C) [troublesome feelings]	1 (C), 3 (A)
	Instruction on stress management begins in Grade 4 – 1, 2, 3		
1.10.M: Describe how to work and play cooperatively.			3 (A)
1.11.M: Identify the positive ways that peers and family members show support, care, and appreciation for one another.		1 (A)	3 (A), 4 (A)
1.12.M: Describe the characteristics of a trusted friend and adult.		4 (C)	1 (A), 3 (A), 4 (C)
Standard 2: Analyzing Influences			
2.1.M: Identify internal and external factors that influence mental, emotional, and social health.			1 (C)

HEALTH STANDARDS	GRADE 1	GRADE 2	GRADE 3
Mental, Emotional & Social Health (continued)			
Standard 3: Accessing Valid Information			
3.1.M: Discuss ways to obtain information from family, school personnel, health professionals, and other responsible adults.	Not covered		
3.2.M: Identify people in the community who are caring, supportive, and trustworthy.		4 (A)	
Standard 4: Interpersonal Communication			
4.1.M: Identify and demonstrate ways to express needs and wants appropriately.		4 (A)	
4.2.M: Demonstrate how to ask for help from trusted adults or friends.		4 (A), 15 (A)	
Standard 5: Decision Making			
5.1.M: Use a decision-making process for solving problems with peers and family members.	Not covered		
Standard 6: Goal Setting			
6.1.M: Describe how to make a commitment to be a good friend.			4 (C)
Standard 7: Practicing Health-Enhancing Behaviors			
7.1.M: Manage emotions appropriately in a variety of situations.		3 (A)	
7.2.M: Show respect for individual differences.		14 (C) [to prevent bullying]	
Standard 8: Health Promotion			
8.1.M: Object appropriately to teasing of peers that is based on personal characteristics.		15 (A)	
8.2.M: Support peers in school and community activities.		8 (A) [healthy habits], 16 (A) [drink water], 23 & 26 (A) [avoiding tobacco]	



HEALTH STANDARDS	GRADE 2	GRADE 3	GRADE 4
Growth & Development			
Standard 1: Essential Concepts			
1.1.G: Describe the cycle of birth, growth, aging, and death in living things.	Not covered		
1.2.G: Recognize that there are individual differences in growth and development.			25 (C), 26 (A)
1.3.G: Identify major internal and external body parts and their functions.	Not covered		
Standard 2: Analyzing Influences			
2.1.G: Explain how individual behaviors and one's family and school influence growth and development.		3 (C) [family relationships]	25 (C), 26 (C)
Standard 3: Accessing Valid Information			
3.1.G: Identify parents, guardians, and trusted adults with whom one can discuss the cycle of birth, growth, aging, and death in living things.		1 (C) [extend to cover]	27 (A)
Standard 4: Interpersonal Communication			
4.1.G: Demonstrate how to communicate with parents, guardians, and trusted adults about growth and development.			27 (A)
4.2.G: Identify how to show respect for individual differences.		5 (A)	26 (A)
Standard 5: Decision Making			
5.1.G: Examine why a variety of behaviors promote healthy growth and development.			25, 26 (C)
Standard 6: Goal Setting			
Skills for this content area are not identified until Grade 5.			
Standard 7: Practicing Health-Enhancing Behaviors			
7.1.G: Determine behaviors that promote healthy growth and development.			26 (C)
Standard 8: Health Promotion			
8.1.G: Encourage peers to show respect for others regardless of differences in growth and development.			26 (C)
Mental, Emotional & Social Health			
Standard 1: Essential Concepts			
1.1.M: Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).		3 (A)	
1.2.M: Describe the importance of assuming responsibility within the family and community.		3 (C)	
1.3.M: Explain the benefits of having positive relationships with family and friends.		3 (A), 4 (A)	
1.4.M: Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.		2 (C), 4 (A)	

HEALTH STANDARDS	GRADE 2	GRADE 3	GRADE 4
Mental, Emotional & Social Health (continued)			
Standard 2: Analyzing Influences			
2.1.M: Describe internal and external factors that affect friendships and family relationships.	Not covered		
Standard 3: Accessing Valid Information			
3.1.M: Access trusted adults at home, at school, and in the community who can help with mental, emotional, and social health concerns.		1 (A)	
Standard 4: Interpersonal Communication			
4.1.M: Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.		16 (A) [inappropriate touch]	
Standard 5: Decision Making			
5.1.M: Describe effective strategies to cope with changes within the family.	1 (C)	3 (C)	
5.2.M: Evaluate situations in which a trusted adult should be asked for help.		13 (A)	
Standard 6: Goal Setting			
6.1.M: Make a plan to help at home and show responsibility as a family member.		3 (C) [family activity around helping at home]	
Standard 7: Practicing Health-Enhancing Behaviors			
7.1.M: Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.	3 (A) [troublesome feelings]	2 (A) [feelings in general]	5 (A) [self-control around feelings]
Standard 8: Health Promotion			
8.1.M: Promote a positive and respectful school environment.		15 (C) [re: bullying]	
8.2.M: Object appropriately to teasing of peers and family members that is based on personal characteristics.		14 (A)	
8.3.M: Demonstrate the ability to support and respect people with differences.		5 (A), 15 (C)	
Personal & Community Health			
Standard 1: Essential Concepts			
1.1.P: Examine the difference between communicable and non-communicable diseases.		6 (C)	
1.2.P: Describe how bacteria and viruses affect the body.		6 (C) [germs in general]	
1.3.P: Identify positive health practices that reduce illness and disease.		6 (A), 7 (C)	
1.4.P: Identify life-threatening conditions (e.g., heart attacks, asthma attacks, poisoning).	Not covered		
1.5.P: Describe how a healthy environment is essential to personal and community health.	Not covered		
1.6.P: Discuss how reducing, recycling, and reusing products make for a healthier environment.	Not covered		

HEALTH STANDARDS	GRADE 2	GRADE 3	GRADE 4
Personal & Community Health (continued)			
Standard 2: Analyzing Influences			
2.1.P: Identify how culture, family, friends, and media influence positive health practices.		3 (C), 4 (C), 21 (A), 27 (C), 28 (A)	
Standard 3: Accessing Valid Information			
3.1.P: Recognize individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).	Not covered		
3.2.P: Describe how to access help when feeling threatened.		15 (A) [bullying], 16 (A) [inappropriate touch]	
Standard 4: Interpersonal Communication			
4.1.P: Demonstrate refusal skills to avoid the spread of disease.	Not covered		
Standard 5: Decision Making			
5.1.P: Use a decision-making process to reduce the risk of communicable disease or illness.	Not covered		
Standard 6: Goal Setting			
6.1.P: Set a short-term goal for positive health practices.		12 (A) [safety], 22 (A) [healthy eating], 24 (A) [physical activity]	9 (A) [health habits]
Standard 7: Practicing Health-Enhancing Behaviors			
7.1.P: Evaluate ways to prevent the transmission of communicable diseases.		6 (A), 7 (C)	
7.2.P: Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.	Not covered		
Standard 8: Health Promotion			
8.1.P: Support others in making positive health choices.		7 (A) [avoiding germs], 11 (A) [safety], 15 (A) [reporting bullying], 29 (A) [avoiding tobacco/alcohol use]	
8.2.P: Encourage others to promote a healthy environment.		7 (A) [avoiding germs], 11 (A) [safety], 15 (A) [reporting bullying], 29 (A) [avoiding tobacco/alcohol use]	

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Nutrition & Physical Activity			
Standard 1: Essential Concepts			
1.1.N: Identify and define key nutrients and their functions.		17 (C) [food jobs, but nutrients other than vitamins and protein not explicitly identified]	
1.2.N: State the recommended number of servings and serving sizes for different food groups.		17 (A)	
1.3.N: Describe the relationship between food intake, physical activity, and good health.		17 (A), 18 (A)	
1.4.N: Identify how to keep food safe through proper food preparation and storage.	Covered in Middle School		
1.5.N: Explain how food can contain germs that cause illness.	Covered in Middle School		
1.6.N: Explain the importance of drinking plenty of water, especially during vigorous physical activity.	18 (A)		
1.7.N: Describe the benefits of moderate and vigorous physical activity.		18 (A)	
1.8.N: Identify ways to increase and monitor physical activity.		18 (A), 19 (A)	
Standard 2: Analyzing Influences			
2.1.N: Identify internal and external influences that affect food choices.	21 (A)		
2.2.N: Analyze advertising and marketing techniques used for food and beverages.	21 (A)		
2.3.N: Identify internal and external influences that affect physical activity.	Not covered		
Standard 3: Accessing Valid Information			
3.1.N: Identify resources for valid information about safe and healthy foods.	Not covered		
3.2.N: Use food labels to determine nutrient and sugar content.			18 (A)
Standard 4: Interpersonal Communication			
4.1.N: Demonstrate effective communication skills to ask for healthy food choices.	Not covered		
Standard 5: Decision Making			
5.1.N: Describe how to use a decision- making process to select nutritious foods and beverages.	17, 18, 19, 22 [healthy foods rules]		
5.2.N: Describe how to use a decision-making process to select healthy options for physical activity.	23 (A) [let's move rules]		
Standard 6: Goal Setting			
6.1.N: Make a plan to choose healthy foods and beverages.		19 (A)	
6.2.N: Make a plan to choose physical activities at school and at home.		19 (A)	

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Nutrition & Physical Activity (continued)			
Standard 7: Practicing Health-Enhancing Behaviors			
7.1.N: Practice how to take personal responsibility for eating healthy foods.		19 (C)	23 (A)
7.2.N: Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.		19 (C)	18 (A)
7.3.N: Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet.		19 (C)	22 (A), 23 (A)
7.4.N: Practice how to take personal responsibility for engaging in physical activity.		19 (C)	22 (A), 23 (A)
Standard 8: Health Promotion			
8.1.N: Support others in making positive food and physical activity choices.	Not covered		
Injury Prevention & Safety			
Standard 1: Essential Concepts			
1.1.S: Describe safety hazards, including those related to fire, water, dangerous objects, being home alone, and using the Internet.		11 (A) [add Internet safety], 12 (A)	
1.2.S: Identify behaviors that may lead to conflict with others.		14 (A)	
1.3.S: Describe the different types of bullying and harassment.			7 (A), 8 (C)
1.4.S: Examine the effects of bullying and harassment on others.			8 (A)
1.5.S: Identify basic safety guidelines associated with weather-related emergencies and natural disasters (e.g., floods, earthquakes, and tsunamis).		11 (A), 12 (A)	
1.6.S: Identify disaster preparedness procedures at home, at school, and in the community.	Not covered		
1.7.S: Describe ways to seek assistance if worried, abused, or threatened.		6 (A), 15 (A), 27 (A)	
1.8.S: Explain the dangers of having weapons at school, at home, and in the community.		11 [can be covered in discussion]	
1.9.S: Explain the importance of wearing helmets, pads, mouth guards, water safety vests, and other safety equipment during athletic and outdoor activities.		11 (A), 12 (A)	
1.10.S: Define a gang and how it is different from a club, sport team, or clique.	Not covered [see note on 5 – 10]		
1.11.S: Describe the dangers of gang activity.	Not covered		
1.12.S: Identify positive alternatives to gang activity.	Not covered		
1.13.S: Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.	Not covered		
1.14.S: Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets).		11 (A), 12 (A)	

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Injury Prevention & Safety (continued)			
Standard 1: Essential Concepts (continued)			
1.15.S: Explain what to do if someone is poisoned (e.g., by household cleaning or paint products): call 9-1-1, a poison control center, or other local emergency number.	Not covered		
1.16.S: Identify ways to reduce risk of injuries from fires, around water, while riding a motor vehicle, as a pedestrian, on the playground, and from falls.		11 (A), 12 (A)	
1.17.S: Identify ways to prevent vision and hearing damage.		8 (A)	
1.18.S: Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior.		14 (A)	
1.19.S: Demonstrate escape strategies for cases of inappropriate touching or attempted abduction.	16 (C)		
Standard 2: Analyzing Influences			
2.1.S: Analyze how emotions contribute to both safe and violent behaviors.		14 (C)	11 (C)
2.2.S: Examine the influence of violence in media and technology on health behavior.			14 (A)
2.3.S: Explain that most young people do not use violence to deal with problems.		14 (C) [add to discussion]	
Standard 3: Accessing Valid Information			
3.1.S: Identify accurate sources of information about injury prevention and safety.	Not covered		
3.2.S: Demonstrate how to access emergency services and communicate effectively with emergency personnel.	Not covered		
3.3.S: Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department).		13 (C)	
3.4.S: Identify trusted adults to report to if people are in danger of hurting themselves or others.		15 (A)	13 (A)
3.5.S: Demonstrate how to dial 9-1-1 or other emergency numbers and how to provide appropriate information.	Covered in Grades K–2		
3.6.S: Demonstrate the ability to read and follow labels of common household products concerning dangers and safe use, storage, and proper disposal.	Not covered		
Standard 4: Interpersonal Communication			
4.1.S: Demonstrate the ability to use refusal skills in risky situations.		13 (A)	
4.2.S: Practice effective conflict resolution techniques with others.		15 (A)	
4.3.S: Report bullying, harassment, and other dangerous situations.		15 (C)	9 (A)
4.4.S: Demonstrate refusal skills to avoid gang involvement.	Not covered		
4.5.S: Demonstrate what to say and do when witnessing bullying.			9 (A)

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Injury Prevention & Safety (continued)			
Standard 5: Decision Making			
5.1.S: Evaluate strategies to avoid potentially dangerous situations		5 (A)	
5.2.S: Examine the consequences of bullying and harassment.			8 (A)
5.3.S: Analyze the benefits of using nonviolent means to resolve conflicts.		14 (A)	
5.4.S: Evaluate how following family, school, and community rules can impact safety.		11 (C), 12 (C)	
Standard 6: Goal Setting			
6.1.S: Make a personal commitment to use appropriate protective gear while engaging in activities.	12 (A) [if chosen as goal]		
6.2.S: Make a personal commitment to stay away from people involved in gang activity.	12 (A) [if chosen as goal]		
Standard 7: Practicing Health-Enhancing Behaviors			
7.1.S: Demonstrate strategies to avoid bullying and other types of harassment.			9 (A), 12 (A)
7.2.S: Practice disaster preparedness procedures at home and at school.	Not covered		
7.3.S: Use appropriate protective gear and equipment.		11 (C), 12 (C)	
7.5.S: Demonstrate escape strategies for cases of inappropriate touching or attempted abduction.	16 [reporting only]		
7.6.S: Demonstrate the ability to execute an escape plan for incidents of fires, floods, earthquakes, and other natural disasters.	Not covered		
Standard 8: Health Promotion			
8.1.S: Encourage specific measures to improve home or school safety.		11 (C), 12 (C)	
8.2.S: Offer friendship and support to someone who was bullied.	15 (A)		9 (A)
8.3.S: Encourage others' safety behaviors (e.g., wearing bicycle helmets and seat belts).	10 (A)		
Alcohol, Tobacco & Other Drugs			
Standard 1: Essential Concepts			
1.1.A: Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including inhalants.		20 (A) [tobacco/ alcohol only]	
1.2.A: Identify ways to cope with situations involving alcohol, tobacco, and other drugs.		21 (C)	
1.3.A: Explain the differences between medicines and illicit drugs.	25 (A)		
1.4.A: Identify family and school rules about alcohol, tobacco, and drug use.		21 (C)	
1.5.A: Explain why individual reactions to alcohol and drug use may vary.	Not covered		



HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
<b>Alcohol, Tobacco &amp; Other Drugs</b> (continued)			
<b>Standard 2: Analyzing Influences</b>			
<b>2.1.A:</b> Identify internal and external influences that affect the use of alcohol, tobacco, and other drugs.		<b>21 (A)</b>	
<b>2.2.A:</b> Examine advertising strategies used for alcohol, tobacco, and other drugs.		<b>21 (A)</b>	
<b>Standard 3: Accessing Valid Information</b>			
<b>3.1.A:</b> Identify sources of valid information regarding alcohol, tobacco, and other drugs.		<b>20 (A)</b>	
<b>Standard 4: Interpersonal Communication</b>			
<b>4.1.A:</b> Demonstrate refusal skills to resist the pressure to experiment with alcohol, tobacco, and other drugs.		<b>22 (A), 23 (A)</b>	
<b>4.2.A:</b> Practice effective verbal communication skills to request assistance in situations where alcohol, tobacco, and other drugs are being used.		<b>22 (A), 23 (A)</b>	
<b>Standard 5: Decision Making</b>			
<b>5.1.A:</b> Evaluate strategies to avoid situations where alcohol, tobacco, and other drugs are being used.		<b>22 (A), 23 (A)</b>	<b>30 (C)</b>
<b>Standard 6: Goal Setting</b>			
<b>6.1.A:</b> Make a plan to choose healthy alternatives to tobacco and drug use.			<b>30 (A)</b>
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>			
<b>7.1.A:</b> Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use and abuse by family or friends.			<b>31 (A)</b>
<b>Standard 8: Health Promotion</b>			
<b>8.1.A:</b> Encourage others to be free of alcohol, tobacco, and other drugs.		<b>20 (A), 24 (A)</b>	

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Nutrition & Physical Activity			
Standard 1: Essential Concepts			
1.1.N: Describe the food groups, including recommended portions to eat from each food group.			16 (A), 17 (A)
1.2.N: Identify key components of the “Nutrition Facts” labels.	Covered in Middle School		
1.3.N: Explain the relationship between the intake of nutrients and metabolism.	Not covered		
1.4.N: Explain why some food groups have a greater number of recommended portions than other food groups.			16 (C)
1.5.N: Describe safe food handling and preparation practices.	Covered in Middle School		
1.6.N: Differentiate between more- nutritious and less- nutritious beverages and snacks.			18 (C), 19 (A)
1.7.N: Explain the concept of eating in moderation.			19 (C)
1.8.N: Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.			16 (C)
1.9.N: Explain how good health is influenced by healthy eating and being physically active.			16 (C) [eating], 20 (A) & 21 (A) [activity]
1.10.N: Describe how physical activity, rest, and sleep are related.	Not covered		
1.11.N: Identify physical, academic, mental, and social benefits of regular physical activity.			20 (A), 21 (A)
Standard 2: Analyzing Influences			
2.1.N: Describe internal and external influences that affect food choices and physical activity.			19 (A) [food], 21 (C) [activity]
2.2.N: Recognize that family and cultural influences affect food choices.			19 (A)
2.3.N: Describe the influence of advertising and marketing techniques on food and beverage choices.	Covered in Middle School		
Standard 3: Accessing Valid Information			
3.1.N: Locate age-appropriate guidelines for eating and physical activity.			16 (C) [supplied in lesson]
3.2.N: Interpret information provided on food labels.			18 (C) [for fat, sugar, sodium only]
Standard 4: Interpersonal Communication			
4.1.N: Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.	Not covered		

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Nutrition & Physical Activity (continued)			
Standard 5: Decision Making			
5.1.N: Use a decision-making process to identify healthy foods for meals and snacks.			18 (C)
5.2.N: Use a decision-making process to determine activities that increase physical fitness.			21 (C)
5.3.N: Compare personal eating and physical activity patterns with current age-appropriate guidelines.			17 (A) [eating], 21 (A) [activity]
Standard 6: Goal Setting			
6.1.N: Monitor personal progress toward a nutritional goal.			22, 23 (A)
6.2.N: Monitor personal progress toward a physical activity goal.			22, 23 (A)
Standard 7: Practicing Health-Enhancing Behaviors			
7.1.N: Identify ways to choose healthy snacks based on current research-based guidelines.			18 (C)
7.2.N: Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.	Not covered		
7.3.N: Demonstrate the ability to balance food intake and physical activity.	Not covered		
7.4.N: Demonstrate the ability to assess personal physical activity levels.			21 (A)
Standard 8: Health Promotion			
8.1.N: Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.	Not covered		
Growth, Development & Sexual Health			
Standard 1: Essential Concepts			
1.1.G: Describe the human cycle of reproduction, birth, growth, aging, and death.			34 (A), 35 (A) [reproduction only]
1.2.G: Explain the structure, function, and major parts of the human reproductive system.			34 (A), 35 (A)
1.3.G: Identify the physical, social, and emotional changes that occur during puberty.			32 (A), 33 (A)
1.4.G: Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).			Supplemental Lesson on HIV Other STIs covered in Middle School
1.5.G: Describe how HIV is and is not transmitted.			Supplemental Lesson on HIV
1.6.G: Recognize that there are individual differences in growth and development, physical appearance, and gender roles.			33 (A), 34 (A), 35 (A), 36 (A)
1.7.G: Recognize that everyone has the right to establish personal boundaries.			37 (C) [abstinence context]

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
<b>Growth, Development &amp; Sexual Health</b> (continued)			
<b>Standard 1: Essential Concepts</b> (continued)			
<b>1.8.G:</b> Recognize that friendship, attraction, and affection can be expressed in different ways.			<b>37</b> (C) [abstinence context]
<b>1.9.G:</b> Explain that puberty and physical development can vary considerably and still be normal.			<b>33</b> (A), <b>34</b> (A), <b>35</b> (A)
<b>1.10.G:</b> Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).			<b>33</b> (C), <b>34</b> (C), <b>35</b> (C)
<b>Standard 2: Analyzing Influences</b>			
<b>2.1.G:</b> Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.			<b>36</b> (C)
<b>2.2.G:</b> Describe how heredity influences growth and development.	Not covered		
<b>2.3.G:</b> Discuss how changes during puberty affect thoughts, emotions, and behaviors.			<b>32</b> (A), <b>33</b> (A)
<b>Standard 3: Accessing Valid Information</b>			
<b>3.1.G:</b> Recognize parents, guardians, and other trusted adults as resources for information about puberty.			<b>38</b> (A)
<b>3.2.G:</b> Differentiate between reliable and unreliable sources of information about puberty.			<b>38</b> (A)
<b>Standard 4: Interpersonal Communication</b>			
<b>4.1.G:</b> Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.			<b>33</b> & <b>37</b> (C) [family sheet]; <b>38</b> (A)
<b>4.2.G:</b> Use healthy and respectful ways to express friendship, attraction, and affection.			<b>3</b> (A) [respectful communication]
<b>4.3.G:</b> Demonstrate refusal skills to protect personal boundaries.			<b>28</b> (A) [alcohol pressures]
<b>Standard 5: Decision Making</b>			
<b>5.1.G:</b> Describe the importance of identifying personal boundaries.			<b>37</b> (C) [abstinence context]
<b>5.2.G:</b> Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.			<b>Supplemental Lesson on HIV</b>
<b>Standard 6: Goal Setting</b>			
<b>6.1.G:</b> Identify steps to achieve and maintain a healthy and accurate body image.	Covered in Middle School		
<b>6.2.G:</b> Develop plans to maintain personal hygiene during puberty.			<b>33</b> (C) [not a formal goal, but importance of hygiene discussed]

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Growth, Development & Sexual Health (continued)			
Standard 7: Practicing Health-Enhancing Behaviors			
7.1.G: Engage in behaviors that promote healthy growth and development during puberty.			33 (C), 38 (A) [accessing help/info]
7.2.G: Describe ways people can protect themselves against serious blood-borne communicable diseases.			Supplemental Lesson [HIV only] Also covered in Middle School
Standard 8: Health Promotion			
Skills for this content area are not identified until Grades 7 and 8.			
Personal & Community Health			
Standard 1: Essential Concepts			
1.1.P: Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing).		7 (A), 8 (A), 9 (C)	
1.2.P: Explain how viruses and bacteria affect the immune system and impact health.			5 (C), 6 (C)
1.3.P: Describe how environmental conditions affect personal health.			5 (C)
1.4.P: Describe the personal hygiene needs associated with the onset of puberty.			33 (C), 34 (C), 35 (C)
1.5.P: Define life-threatening situations (e.g., heart attacks, asthma attacks, poisonings).	Not covered		
1.6.P: Explain that all individuals have a responsibility to protect and preserve the environment.	Not covered		
Standard 2: Analyzing Influences			
2.1.P: Identify internal and external influences that affect personal health practices.			6 (C)
Standard 3: Accessing Valid Information			
3.1.P: Identify sources of valid information about personal health products and services.			4 (A)
3.2.P: Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).			13 (A) [injury prevention context]
Standard 4: Interpersonal Communication			
4.1.P: Practice effective communication skills to seek help for health-related problems or emergencies.	Not covered		
Standard 5: Decision Making			
5.1.P: Use a decision-making process to determine personal choices that promote personal, environmental, and community health.			12 (C) [fights], 29 (A) [alcohol]
5.2.P: Use a decision-making process to determine when medical assistance is needed.	Not covered		

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Personal & Community Health (continued)			
Standard 6: Goal Setting			
6.1.P: Monitor progress toward a goal to help protect the environment.	Not covered		
6.2.P: Monitor progress toward a personal health goal.	Covered in context of Nutrition & Physical Activity		
Standard 7: Practicing Health-Enhancing Behaviors			
7.1.P: Practice good personal and dental hygiene	Not covered		
7.2.P: Demonstrate personal responsibility for health habits.			25, 26, 30 (C) [alcohol use], 33 (C) [puberty]
7.3.P: Practice strategies to protect against the harmful effects of the sun.		7 (A), 9 (A) [if chosen as goal]	
Standard 8: Health Promotion			
8.1.P: Encourage others to minimize pollution in the environment.	Not covered		