

***HealthSmart* Alignment with
Connecticut
Healthy and Balanced Living
Curriculum Framework
Grades K–5**

<p>Grades K–2</p>	<p>HealthSmart (Grade – Lesson)</p>
<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	
<p>Alcohol, Nicotine and Other Drugs</p>	
<p>ANOD 1.1.2 Identify dangerous household products that are harmful if intentionally, swallowed, inhaled, or absorbed.</p>	<p>K – 16</p>
<p>ANOD 1.2.2 Explain that medicines are drugs that are helpful when needed and used correctly.</p>	<p>K – 7 2 – 6</p>
<p>ANOD 1.3.2 Identify family and school rules about medicine use.</p>	<p>K – 7 2 – 6</p>
<p>ANOD 1.4.2 Identify that using medicines requires adult supervision and identifying those adults (e.g., parents, school nurse, doctor, etc.).</p>	<p>K – 7 2 – 6</p>
<p>ANOD 1.5.2 Physical avoidance and reporting of dangerous drugs and paraphernalia (e.g., needles, candy like substances, vape pens, etc.).</p>	<p>Not covered</p>
<p>Healthy Relationships</p>	
<p>HR 1.1.2 Describe different types of families (e.g., two-parent, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, mixed-race).</p>	<p>1 – 2 2 – 1</p>
<p>HR 1.2.2 Identify the benefits of healthy family and peer relationships.</p>	<p>1 – 1, 2 2 – 1</p>
<p>HR 1.3.2 Identify qualities that make a good friend.</p>	<p>1 – 3</p>
<p>HR 1.4.2 Demonstrate ways to treat all people with dignity and respect (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration).</p>	<p>K – 1 1 – 2, 3 2 – 2</p>
<p>HR 1.5.2 Define consent (e.g., personal space and boundaries).</p>	<p>1 – 3 [boundaries] Add definition of “consent” to 1 – 3 or 20</p>
<p>Violence Prevention</p>	
<p>VP 1.1.2 Describe the difference between bullying, teasing, and mean-spirited behavior.</p>	<p>1 – 18 2 – 14</p>
<p>VP 1.2.2 Explain why it is wrong to tease or bully others.</p>	<p>K – 11 1 – 18 2 – 14</p>
<p>VP 1.3.2 Explain what to do if someone is being bullied.</p>	<p>K – 11 1 – 18 2 – 14</p>
<p>Healthy Eating and Physical Activity</p>	
<p>HEPA 1.1.2 Explain the importance of trying new foods.</p>	<p>K – 22</p>
<p>HEPA 1.2.2 Explain the importance of choosing healthy foods and beverages and daily physical activity.</p>	<p>K – 22, 25 1 – 21, 24, 25 2 – 16, 17, 18, 20, 21</p>

Grades K–2 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Healthy Eating and Physical Activity <i>(continued)</i>	
HEPA 1.3.2 Identify a variety of healthy snacks.	2 – 18
HEPA 1.4.2 Describe body signals that tell a person when they are hungry and when they are full.	K – 21
HEPA 1.5.2 Identify healthy eating patterns that provide energy and help the body grow and develop.	1 – 21 [breakfast] 2 – 17 [breakfast], 18 [healthy snacks]
Sexual Health	
SH 1.1.2 Identify and describe functions of body parts (e.g., stomach, feet, hands, ears, eyes, mouth).	K – 4
SH 1.2.2 Identify those parts of the body that are considered private by using medically accurate names.	Not covered until Grades 3–5
Optimal Wellness and Disease Prevention	
OWDP 1.1.2 Identify different ways that disease-causing germs are transmitted (i.e., skin, mucus membranes, coughing, and contact with bodily fluids).	2 – 5
OWDP 1.2.2 Identify ways to prevent the spread of germs that cause common communicable diseases (e.g., cover wounds, cover mouth when sneezing/coughing, wash hands, and do not touch other bodily fluids).	2 – 5
Sexual Assault and Abuse Prevention	
SAAP 1.1.2 Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches.	1 – 20
SAAP 1.2.2 Explain why inappropriate touches should be reported to a trusted adult.	1 – 20
SAAP 1.3.2 Explain that a child is not at fault if someone touches him or her in an inappropriate way.	1 – 20
SAAP 1.4.2 Explain why everyone has the right to tell others not to touch his or her body.	1 – 20
SAAP 1.5.2 Explain the importance of respecting the personal space and boundaries of others.	1 – 3
Mental and Emotional Health	
MEH 1.1.2 Identify a variety of feelings that people experience	K – 2 1 – 4 2 – 3
MEH 1.2.2 Explain the relationship between feelings and behavior.	K – 2 1 – 4 2 – 3, 9, 10, 11, 12
MEH 1.3.2 Explain the importance of talking with parents and other trusted adults about feelings.	K – 3 1 – 4 2 – 4

<p>Grades K–2 <i>(continued)</i></p>	<p>HealthSmart (Grade – Lesson)</p>
<p>Safety and Injury Prevention</p>	
<p>SIP 1.1.2 State the benefits of riding in the back seat when a passenger in a motor vehicle.</p>	<p>K – 15 1 – 12 2 – 10</p>
<p>SIP 1.2.2 Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats.</p>	<p>K – 15 1 – 12 2 – 10</p>
<p>SIP 1.3.2 Identify safe behaviors when getting on and off and while riding on a bus.</p>	<p>1 – 13 2 – 10</p>
<p>SIP 1.4.2 Identify safety rules for playing on a playground, swimming, and playing sports.</p>	<p>1 – 14 [playground] 2 – 11 [swimming], 12 [bike riding]</p>
<p>SIP 1.5.2 Describe how injuries can be prevented.</p>	<p>1 – 19 2 – 13</p>
<p>SIP 1.6.2 Identify safety rules for being around fire.</p>	<p>1 – 15, 16</p>
<p>SIP 1.7.2 Describe how to be a safe pedestrian.</p>	<p>K – 13, 14 1 – 10 2 – 9</p>
<p>SIP 1.8.2 Identify safety hazards in the home.</p>	<p>K – 16 [poisons], 17 [firearms] 1 – 15 [fire hazards]</p>
<p>SIP 1.9.2 Identify how household products are harmful if ingested or inhaled.</p>	<p>K – 16</p>
<p>SIP 1.10.2 Identify safety hazards in the community.</p>	<p>1 – 11</p>
<p>SIP 1.11.2 Identify people who can help when someone is injured or suddenly ill.</p>	<p>K – 7, 8, 18 1 – 17</p>
<p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>	
<p>INF 2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.</p>	<p>K – 3, 10, 11 1 – 1, 2, 3, 18, 27, 29 2 – 1, 14, 25</p>
<p>INF 2.2.2 Identify relevant influences of media and technology on health practices and behaviors.</p>	<p>Not covered until Grades 3–5</p>
<p>INF 2.3.2 Describe positive and negative influences on personal health practices and behaviors.</p>	<p>K – 3, 10, 11 1 – 1, 2, 3, 18, 27, 29 2 – 1, 14, 25</p>

Grades K–2 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
AI 3.1.2 Identify trusted adults at home, school and the community who can help promote health (e.g., parents, adult family members, nurse, counselor, teacher, healthcare provider, police officer, etc.).	K – 3, 7, 8, 9, 10, 11, 18, 22 1 – 1, 9, 11, 18, 29 2 – 4, 14, 25
AI 3.2.2 Explain and/or demonstrate how to locate school and community health helpers (e.g., school nurse, teacher, healthcare provider, police officer, etc.).	K – 9, 10, 19 1 – 17
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
IC 4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.	K – 1, 2, 3, 9, 10 1 – 29 2 – 4
IC 4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.	K – 1
IC 4.3.2 Demonstrate effective refusal skills including firmly saying “no” and getting away.	1 – 20
IC 4.4.2 Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	K – 19 1 – 17, 20 2 – 15
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
DM 5.1.2 Identify situations which need a health-related decision.	K – 20, 21, 28 2 – 9, 10, 11, 12, 26
DM 5.2.2 Identify how family, peers or media influence a health-related decision.	Can be added to decision-making lessons listed below
DM 5.3.2 Explain the potential positive and negative outcomes from health-related decisions.	K – 20 2 – 9, 10, 11, 12, 26
DM 5.4.2 Describe when help is needed and when it is not needed to make a healthy decision.	K – 20 2 – 26
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
GS 6.1.2 Identify a realistic personal short-term health goal.	K – 5, 6, 23, 25 1 – 8, 23 2 – 13, 19, 21
GS 6.2.2 Take steps to achieve the personal health goal.	K – 5, 6, 23, 25 1 – 8, 23 2 – 13, 19, 21
GS 6.3.2 Identify people who can help achieve a personal health goal.	K – 5, 6, 23, 25 1 – 23 2 – 13, 19, 21

Grades K–2 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
SM 7.1.2 Identify practices that reduce or prevent health risks.	K – 2, 12, 13, 14, 15, 16, 17, 19, 29 1 – 7, 10, 11, 12, 13, 14, 15, 16, 17 2 – 3, 4, 5, 9, 10, 11, 12, 25, 26
SM 7.2.2 Demonstrate healthy practices.	K – 1, 5, 6 1 – 5, 6, 8, 16, 17 2 – 5, 22, 26
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	
AV 8.1.2 Demonstrate how to encourage self and others to make healthy choices.	K – 3, 7, 11, 25, 28, 29, 30 1 – 3, 12, 19, 22, 28, 29 2 – 8, 15, 16, 23, 25, 26

Grades 3–5	HealthSmart (Grade – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Alcohol, Nicotine and Other Drugs	
ANOD 1.1.5 Explain why household products are harmful if intentionally absorbed or inhaled.	4 – 11
ANOD 1.2.5 Explain the benefits and correct use of medicines and potential risks associated with inappropriate use of medicines.	3 – 8
ANOD 1.3.5 Identify short- and long-term effects of alcohol and nicotine use, including second-hand effects.	3 – 35 4 – 20 5 – 24, 25
ANOD 1.4.5 Explain the dangers of experimenting with nicotine and alcohol.	4 – 20
ANOD 1.5.5 Describe family rules about avoiding nicotine and alcohol use.	3 – 28 5 – 24
ANOD 1.6.5 Identify the social impacts of ANOD use (e.g., family, friends, peers).	4 – 20 5 – 24
Healthy Relationships	
HR 1.1.5 List healthy ways to express affection, love, and friendship.	3 – 4
HR 1.2.5 Identify characteristics and benefits of healthy family and peer relationships.	3 – 3, 4 5 – 2
HR 1.3.5 Describe the value of others’ talents and strengths.	3 – 5
HR 1.4.5 Describe gender-role stereotypes and their potential impact on self and others.	5 – 36
HR 1.4.5 Define and discuss consent as it relates to personal boundaries.	3 – 4 [boundaries] Add definition of “consent” to 3 – 4 or 16
Violence Prevention	
VP 1.1.5 Summarize the impact of teasing or bullying others.	3 – 14, 15 5 – 8
VP 1.2.5 Identify nonviolent ways to manage anger.	4 – 5
VP 1.3.5 Describe the difference between mean spirited behavior, bullying, and harassment.	3 – 14 5 – 7
VP 1.4.5 Explain the difference between tattling and reporting aggressive or violent behavior.	3 – 14 5 – 9
VP 1.4.6 Explain what to do if you see bullying, fighting, and/ or violence.	3 – 14, 15 5 – 9, 12

Grades 3–5 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Healthy Eating and Physical Activity	
HEPA 1.1.5 Name the food groups and variety of nutritious food choices for each food group.	4 – 16 5 – 16
HEPA 1.2.5 Explain the importance of eating a variety of foods from all the food groups.	4 – 17 5 – 16
HEPA 1.3.5 Describe the physical, mental, social, and academic benefits of healthful eating habits and physical activity.	3 – 17, 18, 20, 23 4 – 17, 18 5 – 16, 18, 19, 20, 21
HEPA 1.4.5 Identify nutritious and non-nutritious beverages.	3 – 18 5 – 19
HEPA 1.5.5 Describe the benefits of consuming plenty of water.	3 – 18
HEPA 1.6.5 Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.	3 – 17 5 – 18, 19
HEPA 1.7.5 Explain the concept of eating in moderation.	4 – 17 5 – 19
HEPA 1.8.5 Explain body signals that tell a person when they are hungry and when they are full.	3 – 17
Sexual Health	
SH 1.1.5 Describe basic reproductive body parts and their functions.	5 – 34, 35
SH 1.2.5 Explain common human sexual development and the role of hormones.	5 – 33, 34, 35
SH 1.3.5 Describe the range of physical, social, and emotional changes that occur during puberty.	4 – 25 5 – 33
SH 1.4.5 Explain how puberty and development can vary greatly and still be normal.	4 – 26 5 – 33, 34, 35
SH 1.5.5 Describe how people are similar and different.	3 – 5 4 – 26
Optimal Wellness and Disease Prevention	
OWDP 1.1.5 Describe ways to prevent the spread of germs that cause infectious diseases.	3 – 6, 7 4 – 7 5 – 6
OWDP 1.2.5 Describe the benefits of personal health care practices such as tooth brushing and flossing, hand washing, covering a cough and sneeze, washing hair, and bathing regularly.	4 – 7
OWDP 1.3.5 Define the terms communicable and non-communicable disease and identify ways to help prevent disease (e.g., HIV, diabetes, cancer, heart disease).	5 – 5, 6, Supplemental Lesson
OWDP 1.4.5 Describe symptoms that prevent a person from daily activities (i.e., going to school, practices, playing with friends, etc.).	3 – 6

Grades 3–5 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Optimal Wellness and Disease Prevention <i>(continued)</i>	
OWDP 1.5.5 Develop an awareness and empathy for health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.	5 – 5
OWDP 1.6.5 Describe the importance of seeking help and treatment for diseases.	3 – 6
Sexual Assault and Abuse Prevention	
SAAP 1.1.5 Define consent in a variety of settings (e.g., social interactions, playground interactions, physical contact, holding hands, kissing, etc.)	Covered in Middle School Can be addressed in 3 – 4
SAAP 1.2.5 Distinguish between “appropriate” and “inappropriate” touch.	3 – 16
SAAP 1.3.5 Explain that inappropriate touches should be reported to a trusted adult.	3 – 16
SAAP 1.4.5 Explain why it is not the child’s fault if someone touches him or her in an inappropriate way.	3 – 16
SAAP 1.5.5 Explain that everyone has the right to tell others not to touch his or her body.	3 – 16
Mental and Emotional Health	
MEH 1.1.5 Explain why sleep and rest are important for proper growth and good health.	4 – 7
MEH 1.2.5 Explain what it means to be mentally or emotionally healthy.	3 – 1 5 – 1
MEH 1.3.5 Describe the relationship between feelings and behavior and describe appropriate ways to express a variety of feelings (i.e., anger, happiness, sadness, frustration, excitement, etc.).	3 – 2 4 – 4, 5, 6
MEH 1.4.5 Identify feelings and emotions associated with loss and grief.	4 – 4
MEH 1.5.5 Identify role models who demonstrate positive emotional health.	3 – 1
MEH 1.6.5 Explain the importance of talking with parents and other trusted adults about feelings.	3 – 2 4 – 4, 6
MEH 1.7.5 Describe the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.	3 – 2 5 – 2
MEH 1.8.5 Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).	3 – 3
MEH 1.9.5 Explain the importance of telling an adult if someone is in danger of hurting themselves or others.	5 – 13

Grades 3–5 (continued)	HealthSmart (Grade – Lesson)
Safety and Injury Prevention	
SIP 1.1.5 Identify ways to reduce risk of injuries while riding in a motor vehicle.	3 – 10 4 – 12
SIP 1.2.5 List examples of dangerous or risky behaviors that might lead to injuries.	4 – 10
SIP 1.3.5 Describe how to ride a bike, skate-board, ride a scooter, and/or inline skate safely.	3 – 10 4 – 11, 12
SIP 1.4.5 Identify ways to reduce risk of injuries in case of a fire, around water, and from falls.	3 – 10 4 – 12
SIP 1.5.5 Identify ways to protect vision or hearing from injury.	4 – 8
SIP 1.6.5 Identify ways to reduce injuries from firearms.	3 – 10 4 – 12
SIP 1.7.5 Identify ways to reduce injuries as a pedestrian.	3 – 10 4 – 12
SIP 1.8.5 Identify safety precautions for playing and working outdoors in different kinds of weather and climates.	4 – 11, 12
SIP 1.9.5 List ways to prevent injuries at home, school, and community.	4 – 11, 12
SIP 1.10.5 Identify ways to reduce risk of injuries from animal and insect bites and stings.	4 – 12
SIP 1.11.5 Explain why household products are harmful if ingested or inhaled.	4 – 11, 12
SIP 1.12.5 Explain what to do if someone is poisoned or injured and needs help.	Not covered
SIP 1.13.5 Identify equipment needed for protection in sports and recreational activities, such as mouthpieces, pads, and helmets.	4 – 11, 12
SIP 1.14.5 Explain how hearing can be damaged by loud sounds.	4 – 8
SIP 1.15.5 Describe how vision can be damaged.	4 – 8
SIP 1.16.5 Describe ways to prevent vision or hearing damage.	4 – 8
SIP 1.17.5 Describe ways to prevent harmful effects of the sun.	4 – 7
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
INF 2.1.5 Identify and describe influences of peers, family, school, and community on health practices and behaviors.	3 – 3, 4, 21, 27, 28 4 – 13, 21 5 – 2, 7, 11, 19, 26, 30, 33, 36
INF 2.2.5 Identify and describe influences of media and technology that affect personal health practices and behaviors.	3 – 14, 21, 28 4 – 21 5 – 7, 8, 14, 27, 30

Grades 3–5 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
AI 3.1.5 Describe characteristics of accurate health information.	4 – 20 5 – 4, 38
AI 3.2.5 Describe characteristics of appropriate and reliable health products.	Not covered
AI 3.3.5 Describe characteristics of appropriate and trustworthy health services.	Covered in Middle School
AI 3.4.5 Demonstrate how to locate sources of accurate health information.	3 – 1 4 – 6, 20, 27 5 – 4, 5, 13, 31, 38
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
IC 4.1.5 Demonstrate effective verbal and nonverbal communication skills.	3 – 4, 29 5 – 3
IC 4.2.5 Demonstrate empathetic, compassionate, and supportive behavior toward others.	3 – 3, 4, 5 4 – 26 5 – 2
IC 4.3.5 Demonstrate refusal skills to avoid or reduce health risk.	3 – 16, 29 4 – 13, 22, 23 5 – 28
IC 4.4.5 Demonstrate healthy ways to manage or resolve conflict.	4 – 14, 15
IC 4.5.5 Demonstrate how to effectively ask for help to improve personal health.	3 – 15, 16 4 – 6, 15, 27 5 – 31
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
DM 5.1.5 Identify situations which need a health-related decision.	3 – 13, 26 4 – 14, 28 5 – 12, 29
DM 5.2.5 Decide when help is needed and when it is not needed to make a healthy decision.	3 – 13, 26 4 – 14, 28 5 – 12, 29
DM 5.3.5 Explain how family, culture, peers, or media influence a health-related decision.	Can be added to decision-making lessons listed above
DM 5.4.5 Identify options and their potential outcomes when making a health-related decision.	3 – 13, 26 4 – 28 5 – 29
DM 5.5.5 Choose a healthy option when making a decision.	3 – 13, 26 4 – 28 5 – 29
DM 5.6.5 Describe the final outcome of a health-related decision.	3 – 26 5 – 29, 30, 37

Grades 3–5 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
GS 6.1.5 Set a realistic personal health goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
GS 6.2.5 Track progress toward achieving a personal health goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
GS 6.3.5 Identify resources that can help achieve a personal health goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23, 30
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
SM 7.1.5 Describe practices and behaviors that reduce or prevent health risks.	3 – 6, 12, 16, 29 4 – 3, 5, 13, 15, 23 5 – 9, 12, 19, 28
SM 7.2.5 Demonstrate healthy practices and behaviors.	3 – 4, 18, 22, 24 4 – 9, 19 5 – 3, 6, 23
SM 7.3.5 Make a commitment to practice healthy behaviors.	3 – 7, 11, 12, 15, 22, 24 4 – 9, 19, 24 5 – 6, 9, 15, 22, 23, 30
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
AV 8.1.5 Give factual information to improve the health of self and others.	3 – 7, 10, 11, 15 4 – 20, 24, 25, 26 5 – 9, 15, 27, 36
AV 8.2.5 State personal beliefs to improve the health of self and others.	3 – 7, 11 4 – 24
AV 8.3.5 Demonstrate how to support self and others to make positive health choices.	3 – 7, 11, 15, 29 4 – 20, 24, 26 5 – 9, 15, 27, 36