

# ***HealthSmart* Alignment with Florida's Next Generation Sunshine State Standards for Health Education**

**Grades K–5**



Grade K	Lessons
<b>Core Concepts</b>	
<b>HE.K.C.1.1</b> Recognize healthy behaviors.	<b>K – 2</b> [expressing emotions], <b>5</b> [tooth care], <b>6</b> [handwashing], <b>9</b> [getting help when ill], <b>21</b> [healthy eating] , <b>22</b> [food choices], <b>23</b> [drinking water], <b>24</b> [physical activity], <b>26, 27</b> [avoiding tobacco use], <b>29</b> [avoiding smoke]
<b>HE.K.C.1.2</b> Recognize the physical dimensions of health.	<b>K – 4</b> [keeping the body healthy], <b>5, 6, 7</b> [health habits], <b>21</b> [nutrition], <b>24</b> [physical activity], <b>26, 27</b> [effects of tobacco]
<b>HE.K.C.1.3</b> Recognize ways to prevent common communicable diseases.	<b>K – 6</b> [handwashing] <b>9</b> [help from adults when ill]
<b>HE.K.C.1.4</b> Recognize ways to prevent childhood injuries in the home, school, and community settings.	<b>K – 12, 13, 14</b> [street safety], <b>15</b> [passenger safety], <b>16</b> [poisons], <b>17</b> [firearms] <b>18, 19</b> [emergencies], <b>20</b> [safe decisions]
<b>HE.K.C.1.5</b> Recognize there are body parts inside and outside of the body.	<b>K – 4</b> [limbs, heart, lungs]
<b>Internal and External Influences</b>	
<b>HE.K.C.2.1</b> Name healthy behaviors that family members should practice.	<b>K – 3</b> [emotional support], <b>11</b> [avoiding bullying], <b>14</b> [pedestrian safety], <b>22</b> [eating healthy foods], <b>23</b> [drinking water], <b>25</b> [physical activity], <b>26</b> [avoiding smoke], <b>27</b> [secondhand smoke]
<b>HE.K.C.2.2</b> Recognize the characteristics of a friend.	<b>K – Not covered</b> <b>Covered in 1 – 3</b>
<b>HE.K.C.2.3</b> Identify members of the school and community who support personal-health practices and behaviors.	<b>K –3, 7, 8, 9, 10, 11, 18, 22</b>
<b>HE.K.C.2.4</b> Explain the importance of rules to maintain health.	<b>K – 7</b> [medicines], <b>11</b> [bullying], <b>12</b> [traffic], <b>13, 14</b> [pedestrian safety], <b>15</b> [passenger safety], <b>16</b> [avoiding poisons], <b>17</b> [firearm safety], <b>20</b> [safe decisions]
<b>Accessing Information</b>	
<b>HE.K.B.3.1</b> Recognize warning labels and signs on hazardous products and places.	<b>K – 14</b> [crosswalk signals], <b>16</b> [poisons]

Grade K (continued)	Lessons
<b>Accessing Information (continued)</b>	
<b>HE.K.B.3.2</b> Recognize school and community health helpers.	<b>K – 3</b> [people who care], <b>9</b> [getting help], <b>10</b> [help to be safe], <b>11</b> [help for bullying], <b>14</b> [crossing guards], <b>18</b> [emergency help], <b>19</b> [9-1-1]
<b>Interpersonal Communication</b>	
<b>HE.K.B.4.1</b> Recognize healthy ways to express needs, wants, and feelings.	<b>K – 1</b> [sharing information], <b>2</b> [expressing emotions], <b>3, 9, 10</b> [asking for help]
<b>HE.K.B.4.2</b> Demonstrate listening skills to enhance health.	<b>K – 1</b> [sharing information]
<b>HE.K.B.4.3</b> Identify the appropriate responses to unwanted and threatening situations.	<b>K – 9</b> [help if sick/injured], <b>11</b> [telling adult about bullying], <b>19</b> [calling 9-1-1]
<b>Decision Making</b>	
<b>HE.K.B.5.1</b> Name situations when a health-related decision can be made individually or when assistance is needed.	<b>K – 20</b> [decisions about safety], <b>28</b> [avoiding secondhand smoke]
<b>HE.K.B.5.2</b> Recognize healthy options to health-related issues or problems.	<b>K – 20</b> [decisions about safety]
<b>HE.K.B.5.3</b> Recognize the consequences of not following rules/practices when making healthy and safe decisions.	<b>K – 12</b> [traffic], <b>13, 14</b> [pedestrian safety], <b>15</b> [passenger safety], <b>16</b> [avoiding poisons], <b>17</b> [firearm safety], <b>20</b> [safe decisions]
<b>Self-Management</b>	
<b>HE.K.P.7.1</b> Identify healthy practices and behaviors to maintain or improve personal health.	<b>K – 1</b> [valuing differences], <b>2</b> [managing anger] <b>5, 6</b> [personal care], <b>13, 14</b> [pedestrian safety], <b>15</b> [passenger safety], <b>16</b> [poison safety], <b>17</b> [firearm safety], <b>19</b> [calling 9-1-1] <b>22</b> [choosing healthy foods], <b>23</b> [drinking water], <b>24</b> [physical activity], <b>29</b> [avoiding secondhand smoke], <b>30</b> [being tobacco free]
<b>Advocacy</b>	
<b>HE.K.P.8.1</b> Help others to make positive health choices.	<b>K – 11</b> [preventing bullying], <b>23</b> [physical activity], <b>28, 30</b> [be tobacco free]

Grade 1	Lessons
<b>Core Concepts</b>	
<b>HE.1.C.1.1:</b> Identify healthy behaviors.	<b>1 – 1</b> [belonging], <b>2</b> [family relationships], <b>3</b> [friendships], <b>4</b> [expressing emotions], <b>5</b> [handwashing], <b>6</b> [tooth care], <b>7</b> [weather & sun safety], <b>8</b> [sleep], <b>18</b> [preventing bullying], <b>21</b> [eating breakfast], <b>22</b> [drinking water], <b>24, 25</b> [physical activity], <b>26</b> [avoiding tobacco smoke], <b>27</b> [avoiding tobacco use]
<b>HE.1.C.1.2:</b> Recognize the physical and social dimensions of health.	<b>1 – 1</b> [belonging], <b>2</b> [families] <b>3</b> [friends], <b>5, 6</b> [health habits], <b>8</b> [sleep], <b>24</b> [physical activity, growing bodies], <b>26</b> [effects of tobacco]
<b>HE.1.C.1.3:</b> Describe ways to prevent common communicable diseases.	<b>1 – 5</b> [handwashing]
<b>HE.1.C.1.4:</b> Identify ways to prevent childhood injuries in the home, school, and community settings.	<b>1 – 7</b> [dressing for weather], <b>9</b> [being safe], <b>10</b> [pedestrian safety], <b>11</b> [safe routes], <b>12, 13</b> [passenger safety], <b>14</b> [playground safety], <b>15, 16</b> [fire safety], <b>20</b> [inappropriate touch]
<b>HE.1.C.1.5:</b> Identify the correct names of human body parts.	<b>1 – Not covered</b> <b>Covered in K – 4</b>
<b>HE.1.C.1.6:</b> Identify health-care providers.	<b>1 – Not covered</b>
<b>Internal and External Influences</b>	
<b>HE.1.C.2.1:</b> Identify how children learn health behaviors from family and friends.	<b>1 – 1</b> [belonging], <b>2</b> [families], <b>3</b> [friends], <b>27</b> [peers and tobacco use], <b>29</b> [support for avoiding tobacco use]
<b>HE.1.C.2.2:</b> Explore the ways that a friend would act in a variety of situations.	<b>1 – 3</b>
<b>HE.1.C.2.3:</b> Identify what the school and community do to support personal-health practices and behaviors.	<b>1 – 11</b> [safe routes and havens], <b>13</b> [school bus safety], <b>14</b> [playground safety], <b>17</b> [emergency help], <b>18</b> [reporting bullying], <b>20</b> [help for inappropriate touch], <b>29</b> [help to stay tobacco free]
<b>HE.1.C.2.4:</b> Recognize health consequences for not following rules.	<b>1 – 10</b> [pedestrian safety], <b>12</b> [passenger safety], <b>13</b> [school bus safety], <b>14</b> [playground safety], <b>15, 16</b> [fire safety], <b>18</b> [bullying], <b>26</b> [family rules around tobacco use]

Grade 1 (continued)	Lessons
<b>Accessing Information</b>	
<b>HE.1.B.3.1:</b> Determine the meaning of warning labels and signs on hazardous products and places.	<b>1</b> – Not covered <b>Poisons covered in K – 16</b>
<b>HE.1.B.3.2:</b> Identify trusted adults and professionals who can help promote health.	<b>1 – 1, 9, 11, 29</b>
<b>Interpersonal Communication</b>	
<b>HE.1.B.4.1:</b> Identify healthy ways to express needs, wants, and feelings.	<b>1 – 4</b> [different emotions], <b>29</b> [staying tobacco free]
<b>HE.1.B.4.2:</b> Describe good listening skills to enhance health.	<b>1 – 3</b> [could include in qualities of a friend], <b>17</b> [calling 9-1-1]
<b>HE.1.B.4.3:</b> Describe ways to respond when in an unwanted, threatening, or dangerous situation.	<b>1 – 17</b> [calling 9-1-1], <b>18</b> [bullying], <b>20</b> [inappropriate touch], <b>29</b> [avoiding tobacco smoke]
<b>Decision Making</b>	
<b>HE.1.B.5.1:</b> Describe situations when a health-related decision can be made individually or when assistance is needed.	<b>1 – 9</b> [help to be safe], <b>29</b> [avoiding tobacco use]
<b>HE.1.B.5.2:</b> Identify healthy options to health-related issues or problems.	<b>1 – 8</b> [getting enough sleep], <b>9</b> [help to be safe], <b>11</b> [safe routes], <b>22</b> [choosing water] <b>26</b> [avoiding tobacco smoke]
<b>HE.1.B.5.3:</b> Explain the consequences of not following rules/practices when making healthy and safe decisions.	<b>1 – 10</b> [pedestrian safety], <b>12</b> [passenger safety], <b>13</b> [school bus safety], <b>14</b> [playground safety], <b>15, 16</b> [fire safety]
<b>Self-Management</b>	
<b>HE.1.P.7.1:</b> Tell about behaviors that avoid or reduce health risks.	<b>1 – 5</b> [handwashing], <b>7</b> [weather, sun safety], <b>8</b> [sleep], <b>10</b> [pedestrian safety], <b>11</b> [safe routes], <b>12, 13</b> [passenger safety], <b>14</b> [playground safety], <b>15, 16</b> [fire safety] <b>17</b> [calling 9-1-1], <b>19</b> [being safety smart], <b>21</b> [eating breakfast], <b>22</b> [drinking water], <b>24, 25</b> [physical activity], <b>26, 29</b> [avoiding tobacco smoke]
<b>Advocacy</b>	
<b>HE.1.P.8.1:</b> Encourage others to make positive health choices.	<b>1 – 3, 12, 19, 22, 28</b>

Grade 2	Lessons
<b>Core Concepts</b>	
<b>HE.2.C.1.1</b> Identify that healthy behaviors affect personal health.	2 – 1 [family relationships], 2 [growth], 3, 4 [troublesome feelings], 5 [handwashing], 6 [medicine use], 14, 15 [preventing bullying], 16 [drinking water], 17 [eating breakfast], 18 [healthy snacks], 19 [eating fruits & vegetables], 22, 21 [physical activity], 22 [stretching], 23, 24, 26 [avoiding tobacco use],
<b>HE.2.C.1.2</b> Recognize the physical, mental/emotional and social dimensions of health.	2 – 1 [families], 3 [feelings], 5, 6, 7, 8 [healthy habits], 20 [body image/physical activity], 23 [effects of tobacco]
<b>HE.2.C.1.3</b> Describe ways a safe, healthy home environment can promote personal health.	2 – 2 [family relationships], 4 [support], 6 [medicine safety], 25 [support for being tobacco free]
<b>HE.2.C.1.4</b> Describe ways to prevent childhood injuries in the home, school, and community settings.	2 – 9, 10, 11, 12, 13
<b>HE.2.C.1.5</b> Recognize the locations and functions of major human organs.	2 – Not covered
<b>HE.2.C.1.6</b> Determine when it is important to seek health care.	2 – 6
<b>Internal and External Influences</b>	
<b>HE.2.C.2.1</b> Describe how family rules and practices influence health behaviors.	2 – 1
<b>HE.2.C.2.2</b> Describe how friends' health practices influence health behaviors of others.	2 – 5 [how germs spread], 8 [helping friends stay healthy], 15 [preventing bullying], 16 [drinking water], 23 [tobacco use]
<b>HE.2.C.2.3</b> Describe how the school and community influence health behaviors of children.	2 – 25 [support for being tobacco free]
<b>HE.2.C.2.4</b> Explain the ways that rules make the classroom, school, and community safer.	2 – 5 [avoiding germs], 6 [medicine safety], 9 [pedestrian safety], 10 [passenger safety], 11 [water safety], 12 [bike safety], 14 [bullying]
<b>Accessing Information</b>	
<b>HE.2.B.3.1</b> Understand the meaning of warning labels and signs on hazardous products.	2 – 23 [tobacco products]

Grade 2 (continued)	Lessons
<b>Accessing Information (continued)</b>	
<b>HE.2.B.3.2</b> Select trusted adults and professionals who can help promote health.	<b>2 – 4, 25</b>
<b>Interpersonal Communication</b>	
<b>HE.2.B.4.1</b> Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.	<b>2 – 3</b> [troublesome feelings], <b>4</b> [getting help], <b>16</b> [drinking water], <b>25</b> [support for staying tobacco free]
<b>HE.2.B.4.3</b> Demonstrate ways to respond to unwanted, threatening, or dangerous situations.	<b>2 – 15</b> [getting help for bullying],
<b>Decision Making</b>	
<b>HE.2.B.5.1</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	<b>2 – 7, 8, 24</b>
<b>HE.2.B.5.2</b> Name healthy options to health-related issues or problems.	<b>2 – 4</b> [troublesome feelings], <b>5</b> [preventing colds], <b>6</b> [medicines], <b>9</b> [pedestrian safety], <b>10</b> [passenger safety], <b>11</b> [water safety], <b>12</b> [bike safety], <b>17</b> [breakfast foods], <b>17</b> [healthy snacks], <b>26</b> [avoiding tobacco use]
<b>HE.2.B.5.3</b> Compare the consequences of not following rules/practices when making healthy and safe decisions.	<b>2 – 9</b> [pedestrian safety], <b>10</b> [passenger safety], <b>11</b> [water safety], <b>12</b> [bike safety]
<b>Goal Setting</b>	
<b>HE.2.B.6.1</b> Establish a short-term personal health goal as a class and take action toward achieving the goal.	<b>2 – 13</b> [being safety smart], <b>19</b> [eating fruits & vegetables], <b>21</b> [being physically active], <b>22</b> [stretching as a class]
<b>Self-Management</b>	
<b>HE.2.P.7.1</b> Demonstrate health behaviors to maintain or improve personal health.	<b>2 – 4</b> [getting help for troublesome feelings], <b>5</b> [handwashing], <b>6</b> [using medicines], <b>7, 8</b> [healthy habits], <b>16</b> [drinking water], <b>17</b> [eating breakfast], <b>18</b> [healthy snacks], <b>19</b> [eating fruits & vegetables], <b>20, 21</b> [physical activity], <b>22</b> [stretching], <b>25, 26</b> [avoiding tobacco use]
<b>Advocacy</b>	
<b>HE.2.P.8.1</b> Support peers when making positive health choices.	<b>2 – 8</b> [healthy habits], <b>15</b> [preventing bullying], <b>16</b> [drinking water], <b>23, 26</b> [no tobacco use]

Grade 3	Lessons
<b>Core Concepts</b>	
<b>HE.3.C.1.1</b> Describe healthy behaviors that affect personal health.	<b>3 – 1</b> [being healthy], <b>2</b> [expressing feelings], <b>3</b> [family relations], <b>4</b> [friendships], <b>5</b> [valuing self/others], <b>6, 7</b> [avoiding germs], <b>8</b> [medicine use], <b>17, 21, 22</b> [healthy foods] <b>18</b> [healthy beverages], <b>19</b> [eating breakfast], <b>20</b> [eating fruits & vegetables], <b>23, 24</b> [physical activity], <b>25, 26, 27, 28</b> [avoiding tobacco/alcohol use]
<b>HE.3.C.1.3</b> Describe ways a safe, healthy classroom can promote personal health.	<b>3 – 9, 10, 11</b> [being safety smart], <b>13</b> [assessing for safety], <b>14, 15</b> [bullying]
<b>HE.3.C.1.4</b> Recognize common childhood health conditions.	<b>3 – Not covered</b>
<b>HE.3.C.1.5</b> Recognize that body parts and organs work together to form human body systems.	<b>3 – Not covered</b>
<b>HE.3.C.1.6</b> Describe why it is important to seek health care.	<b>3 – 8</b>
<b>Internal and External Influences</b>	
<b>HE.3.C.2.1</b> Explore how family and friends' traditions and customs may influence health behaviors.	<b>3 – 3</b> [family], <b>4</b> [friends], <b>21</b> [food choices], <b>27, 28</b> [pressure to use drugs]
<b>HE.3.C.2.3</b> Explore how the traditions and customs of the school and community influence health behavior of children.	<b>3 – 21</b> [food choices]
<b>HE.3.C.2.4</b> Identify classroom and school rules that promote health and disease prevention.	<b>3 – 9, 10, 11, 13</b> [safety rules], <b>14</b> [bullying]
<b>HE.3.C.2.5</b> Discuss the positive and negative impacts media may have on health.	<b>3 – 21</b> [food choices], <b>28</b> [pressure to use drugs]
<b>HE.3.C.2.6</b> Discuss the positive and negative impacts technology may have on health.	<b>3 – Not covered</b>
<b>Accessing Information</b>	
<b>HE.3.B.3.1</b> Locate resources from home, school, and community that provide valid health information.	<b>3 – 1</b>
<b>HE.3.B.3.2</b> Describe criteria for selecting health information, resources, products, and services.	<b>3 – Not covered</b> <b>Covered in Grades 4 and 5</b>
<b>HE.3.B.3.3</b> Describe how the media influences the selection of health information, products, and services.	<b>3 – 21</b> [food choices], <b>28</b> [tobacco/alcohol use]



Grade 3 (continued)	Lessons
<b>Interpersonal Communication</b>	
<b>HE.3.B.4.1</b> Identify effective verbal and nonverbal communication skills to enhance health.	<b>3 – 4</b> [getting along with friends], <b>29</b> [resisting pressure]
<b>HE.3.B.4.2</b> Demonstrate refusal skills that avoid or reduce health risks.	<b>3 – 16</b> [inappropriate touch], <b>29</b> [saying no to drugs]
<b>HE.3.B.4.3</b> Demonstrate nonviolent strategies to manage or resolve conflict.	<b>3 – Not covered</b> <b>Covered in 4 – 15</b>
<b>HE.3.B.4.4</b> Explain ways to ask for assistance to enhance personal health.	<b>3 – 15</b> [reporting bullying], <b>16</b> [inappropriate touch]
<b>Decision Making</b>	
<b>HE.3.B.5.1</b> Recognize circumstances that can help or hinder healthy decision making.	<b>3 – 13</b> [making safe choices], <b>26</b> [being tobacco/alcohol free]
<b>HE.3.B.5.2</b> List healthy options to health-related issues or problems.	<b>3 – 13</b> [making safe choices], <b>17</b> [healthy foods], <b>18</b> [healthy beverages], <b>26</b> [being tobacco/alcohol free]
<b>HE.3.B.5.3</b> Discuss the potential short-term personal impact of each option when making a health-related decision.	<b>3 – 13</b> [making safe choices], <b>26</b> [being tobacco/alcohol free]
<b>HE.3.B.5.4</b> Find a healthy option when making a decision for yourself.	<b>3 – 13</b> [making safe choices], <b>17</b> [healthy foods], <b>18</b> [healthy beverages], <b>26</b> [being tobacco/alcohol free]
<b>HE.3.B.5.5</b> Explain when assistance is needed when making a health-related decision.	<b>3 – 13</b> [making safe choices], <b>26</b> [being tobacco/alcohol free]
<b>Goal Setting</b>	
<b>HE.3.B.6.1</b> Select a personal health goal and track progress toward achievement.	<b>3 – 12</b> [safety goal], <b>22</b> [eating healthy foods], <b>24</b> [physical activity]
<b>HE.3.B.6.2</b> Examine resources that could assist in achieving a small group personal health goal.	<b>3 – 12</b> [safety goal], <b>22</b> [eating healthy foods], <b>24</b> [physical activity]
<b>Self-Management</b>	
<b>HE.3.P.7.1</b> Practice responsible personal health behaviors.	<b>3 – 9, 11</b> [being safety smart], <b>14</b> [preventing bullying]
<b>HE.3.P.7.2</b> Investigate a variety of behaviors that avoid or reduce health risks.	<b>3 – 6</b> [disease prevention], <b>17</b> [healthy foods], <b>18</b> [healthy beverages], <b>26</b> [being tobacco/alcohol free]
<b>Advocacy</b>	
<b>HE.3.P.8.1</b> Promote positive behaviors to others.	<b>3 – 7</b> [avoiding germs], <b>10, 11</b> [safety smart] <b>15</b> [reporting bullying], <b>29</b> [avoiding drugs]

Grade 4	Lessons
<b>Core Concepts</b>	
<b>HE.4.C.1.1</b> Identify the relationship between healthy behaviors and personal health.	<b>4 – 1, 2, 3</b> [stress management], <b>4, 5, 6</b> [troublesome feelings], <b>7, 9</b> [healthy habits], <b>8</b> [protecting eyes/ears], <b>10, 12</b> [risk taking], <b>13</b> [dares], <b>14</b> [conflict resolution], <b>16, 17</b> [healthy eating], <b>18</b> [physical activity], <b>20, 21</b> [avoiding tobacco/alcohol use], <b>25, 26, 28</b> [changes of puberty]
<b>HE.4.C.1.2</b> Identify examples of mental/emotional, physical, and social health.	<b>4 – 1, 2, 3</b> [stress], <b>4, 5, 6</b> [feelings], <b>7, 9</b> [healthy habits], <b>8</b> [protecting eyes/ears], <b>14</b> [conflict resolution], <b>16, 17</b> [healthy eating], <b>18</b> [physical activity], <b>20, 21</b> [avoiding tobacco/alcohol use], <b>25</b> [changes of puberty]
<b>HE.4.C.1.3</b> Describe ways a safe, healthy school environment can promote personal health.	<b>4 – 11</b> [staying safe]
<b>HE.4.C.1.4</b> Describe ways to prevent common childhood injuries and health problems.	<b>4 – 3</b> [stress management], <b>10, 12</b> [risk taking], <b>11</b> [staying safe], <b>14, 15</b> [conflict resolution]
<b>HE.4.C.1.5</b> Identify the human body parts and organs that work together to form healthy body systems.	<b>4 – Not covered</b>
<b>HE.4.C.1.6</b> Distinguish differences among various healthcare providers, products, and services.	<b>4 – Not covered</b>
<b>Internal and External Influences</b>	
<b>HE.4.C.2.1</b> Explain the importance of family on health practices and behaviors.	<b>4 – 10</b> [risk taking], <b>21</b> [tobacco/alcohol use]
<b>HE.4.C.2.2</b> Explain the important role that friends/peers may play in health practices and behaviors.	<b>4 – 13</b> [dares], <b>21</b> [tobacco/alcohol use]
<b>HE.4.C.2.3</b> Explain the important roles that school and community play in health practices and behaviors.	<b>4 – 11</b> [staying safe]
<b>HE.4.C.2.4</b> Recognize types of school rules and community laws that promote health and disease prevention.	<b>4 – 11, 12</b> [staying safe]

Grade 4 (continued)	Lessons
<b>Internal and External Influences (continued)</b>	
<b>HE.4.C.2.5</b> Explain how media influences personal thoughts, feelings, and health behaviors.	<b>4 – 18</b> [physical activity], <b>21</b> [tobacco/alcohol use]
<b>HE.4.C.2.6</b> Explain how technology influences personal thoughts, feelings, and health behaviors.	<b>4 –</b> Not covered
<b>Accessing Information</b>	
<b>HE.4.B.3.1</b> Describe characteristics of valid health information, products, and services.	<b>4 – 20</b> [information about tobacco/alcohol]
<b>HE.4.B.3.2</b> Construct criteria for selecting health resources, products, services, and reputable technologies.	<b>4 – 20</b> [information about tobacco/alcohol]
<b>HE.4.B.3.3</b> Examine resources from home, school and community that provide valid health information.	<b>4 – 6</b> [help for troublesome feelings], <b>20</b> [information about tobacco/alcohol], <b>27</b> [help with growing up]
<b>Interpersonal Communication</b>	
<b>HE.4.B.4.1</b> Explain effective verbal and nonverbal communication skills to enhance health.	Not covered
<b>HE.4.B.4.2</b> Identify refusal skills and negotiation skills that avoid or reduce health risks.	<b>4 – 13</b> [dares], <b>22, 23</b> [tobacco/alcohol use]
<b>HE.4.B.4.3</b> Discuss nonviolent strategies to manage or resolve conflict.	<b>4 – 15</b> [conflict resolution]
<b>HE.4.B.4.4</b> Demonstrate ways to ask for assistance to enhance personal health.	<b>4 – 6</b> [help for troublesome feelings], <b>15</b> [help with serious conflicts], <b>27</b> [help with changes of puberty]
<b>Decision Making</b>	
<b>HE.4.B.5.1</b> Identify circumstances that can help or hinder healthy decision making.	<b>4 – 14</b> [simple vs. serious conflict], <b>28</b> [decision making for a healthy future]
<b>HE.4.B.5.2</b> Itemize healthy options to health-related issues or problems.	<b>4 – 28</b> [decision making for a healthy future]
<b>HE.4.B.5.3</b> Predict the potential short-term impact of each option on self and others when making a health-related decision.	<b>4 – 28</b> [decision making for a healthy future]
<b>HE.4.B.5.4</b> Choose a healthy option when making decisions for yourself and/or others.	<b>4 – 28</b> [decision making for a healthy future]
<b>HE.4.B.5.5</b> Examine when assistance is needed to make a health-related decision.	<b>4 – 14</b> [simple vs. serious conflict], <b>28</b> [decision making for a healthy future]

Grade 4 (continued)	Lessons
<b>Goal Setting</b>	
<b>HE.4.B.6.1</b> Create a personal health goal and track progress toward achievement.	<b>4 – 9</b> [healthy habits], <b>19</b> [eating/physical activity]
<b>HE.4.B.6.2</b> Categorize resources that could assist in achieving a small group personal health goal.	<b>4 – 9</b> [healthy habits], <b>19</b> [eating/physical activity]
<b>Self-Management</b>	
<b>HE.4.P.7.2</b> Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.	<b>4 – 3</b> [stress management], <b>4</b> [help for troublesome feelings], <b>5</b> [self-control], <b>12</b> [risk assessment], <b>15</b> [conflict resolution]
<b>Advocacy</b>	
<b>HE.4.P.8.1</b> Assist others to make positive health choices.	<b>4 – 20, 24</b> [avoiding tobacco/alcohol use], <b>25, 26</b> [healthy choices around puberty]

Grade 5	Lessons
<b>Core Concepts</b>	
<b>HE.5.C.1.1</b> Describe the relationship between healthy behaviors and personal health.	<b>5 – 1</b> [emotional health], <b>2</b> [relationships], <b>4</b> [health information], <b>5,6</b> [chronic disease], <b>7, 8</b> [bullying], <b>11</b> [fights], <b>13</b> [helping friends], <b>16, 17, 18, 19</b> [healthy eating], <b>20, 21</b> [physical activity], <b>24, 25, 26, 27, 30</b> [alcohol use], <b>32, 33, 34, 35</b> [changes of puberty]
<b>HE.5.C.1.2</b> Explain the physical, mental/emotional, social, and intellectual dimensions of health.	<b>5 – 1</b> [emotional health], <b>32</b> [changes of puberty]
<b>HE.5.C.1.3</b> Explain ways a safe, healthy home and school environment promote personal health.	<b>5 – 9</b> [bullying], <b>10</b> [fights], <b>36</b> [gender roles]
<b>HE.5.C.1.4</b> Compare ways to prevent common childhood injuries and health problems.	<b>5 – 9</b> [bullying], <b>10, 11, 12</b> [fights]
<b>HE.5.C.1.5</b> Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.	<b>5 – 34, 35</b> [reproductive systems only]
<b>HE.5.C.1.6</b> Recognize how appropriate health care can promote personal health.	<b>5 – 38</b> [info and support for puberty]
<b>Internal and External Influences</b>	
<b>HE.5.C.2.1</b> Predict how families may influence various health practices of children.	<b>5 – 19</b> [healthy eating], <b>30</b> [alcohol use], <b>33</b> [puberty and family responsibilities]
<b>HE.5.C.2.2</b> Predict how friends/peers may influence various health practices of children.	<b>5 – 7</b> [bullying], <b>11</b> [fights], <b>26, 30</b> [alcohol use]
<b>HE.5.C.2.3</b> Predict how the school and community influence various health practices of children.	<b>5 – 9</b> [bullying], <b>12</b> [fights], <b>13</b> [helping friends], <b>19</b> [eating habits]
<b>HE.5.C.2.4</b> Give examples of school and public health policies that influence health promotion and disease prevention.	<b>5 – 8</b> [bullying], <b>11</b> [fights], <b>24</b> [alcohol use]
<b>HE.5.C.2.5</b> Determine how media influences family health behaviors and the selection of health information, products, and services.	<b>5 – 14</b> [media violence], <b>27, 30</b> [alcohol use]
<b>HE.5.C.2.6</b> Describe ways that technology can influence family health behaviors.	<b>5 – 7, 8, 15</b> [ cyberbullying]

Grade 5 (continued)	Lessons
<b>Internal and External Influences (continued)</b>	
<b>HE.5.C.2.7</b> Discuss how various cultures can influence personal health beliefs.	<b>5 – 19</b> [healthy eating], <b>36</b> [gender roles]
<b>HE.5.C.2.8</b> Investigate influences that change health beliefs and behaviors.	<b>5 – 32, 33</b> [changes of puberty]
<b>Accessing Information</b>	
<b>HE.5.B.3.1</b> Discuss characteristics of valid health information, products, and services.	<b>5 – 4</b> [accurate information], <b>38</b> [support for changes of puberty]
<b>HE.5.B.3.2</b> Evaluate criteria for selecting health resources, products, and services.	<b>5 – 4</b> [accurate information] , <b>38</b> [support for changes of puberty]
<b>HE.5.B.3.3</b> Compile resources from home, school, and community, technologies that provide valid health information.	<b>5 – 4</b> [accurate information], <b>5</b> [chronic disease], <b>13</b> [helping friends], <b>31</b> [alcohol problems], <b>38</b> [support for changes of puberty]
<b>Interpersonal Communication</b>	
<b>HE.5.B.4.1</b> Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.	<b>5 – 3</b> [respectful communication]
<b>HE.5.B.4.2</b> Discuss refusal skills and negotiation skills that avoid or reduce health risks.	<b>5 – 28</b> [resisting alcohol pressure]
<b>HE.5.B.4.3</b> Illustrate effective conflict resolution strategies.	<b>Covered in 4 – 15</b>
<b>HE.5.B.4.4</b> Determine ways to ask for assistance to enhance the health of self and others.	<b>5 – 9</b> [bullying], <b>13</b> [helping friends], <b>31</b> [alcohol use by family/friends]
<b>Decision Making</b>	
<b>HE.5.B.5.1</b> Describe circumstances that can help or hinder healthy decision making.	<b>5 – 29</b> [alcohol use]
<b>HE.5.B.5.2</b> Summarize healthy options to health-related issues or problems.	<b>5 – 12</b> [preventing fights], <b>29</b> [alcohol use]
<b>HE.5.B.5.3</b> Compare the potential short-term impact of each option on self and others when making a health-related decision.	<b>5 – 29</b> [alcohol use]
<b>HE.5.B.5.4</b> Select a healthy option when making decisions for yourself and/or others.	<b>5 – 12</b> [preventing fights], <b>29</b> [alcohol use], <b>37</b> [abstinence]
<b>HE.5.B.5.5</b> Analyze when assistance is needed when making a health-related decision.	<b>5 – 12</b> [preventing fights], <b>29</b> [alcohol use]

Grade 5 (continued)	Lessons
<b>Goal Setting</b>	
<b>HE.5.B.6.1</b> Specify a personal health goal and track progress toward achievement.	<b>5 – 22, 23</b> [eating/physical activity goal]
<b>HE.5.B.6.2</b> Select reliable resources that would assist in achieving a small group personal health goal.	<b>5 – 22, 23</b> [eating/physical activity goal], <b>30</b> [staying alcohol free]
<b>Self-Management</b>	
<b>HE.5.P.7.1</b> Model responsible personal health behaviors.	<b>5 – 25, 26, 30</b> [alcohol use], <b>33</b> [puberty]
<b>HE.5.P.7.2</b> Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.	<b>5 – 9</b> [reporting bullying], <b>12</b> [preventing fights], <b>19</b> [healthy eating], <b>23</b> [eating/activity]
<b>Advocacy</b>	
<b>HE.5.P.8.1</b> Persuade others to make positive health choices.	<b>5 – 9</b> [reporting bullying], <b>15</b> [taking a stand against violence], <b>27</b> [avoiding alcohol use], <b>36</b> [gender roles]