

***HealthSmart* Alignment with
Indiana Academic Standards
for Health and Wellness**

Grades K–5

advancing
health
equity **etr.**

Grades K–2	HealthSmart (Grade – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
2.1.1. Identify that healthy behaviors affect personal health.	K – 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 1 – 1, 2, 3, 4, 5, 6, 7, 8, 18, 21, 22, 23, 24, 25, 26, 27 2 – 1, 2, 3, 4, 5, 6, 7, 8, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26
2.1.2 Recognize that there are multiple dimensions of health (emotional, intellectual, physical, and social health)	2 – 2
2.1.3 Describe ways to prevent communicable diseases.	K – 6 1 – 5 2 – 5
2.1.4 List ways to prevent common childhood injuries.	K – 13, 14, 15, 16, 17 1 – 7, 9, 10, 11, 12, 13, 14, 15, 16, 20 2 – 9, 10, 11, 12, 13
2.1.5 Describe why it is important to have regular medical checkups.	Not covered
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
2.2.1 Identify how the family influences personal health practices and behaviors.	K – 3 1 – 2, 27, 29 2 – 1
2.2.2 Identify what the school can do to support personal health practices and behaviors. <i>(Focus is on trusted adults at school and school rules)</i>	K – 7, 8, 10, 11 1 – 13, 14, 16, 18 2 – 4, 14, 15, 25
2.2.3 Describe how the media can influence health behaviors.	Not covered
Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.	
2.3.1 Identify trusted adults and professionals who can help promote health.	K – 3, 7, 8, 9, 10, 11, 18, 22 1 – 1, 9, 11, 18, 29 2 – 4, 14, 25
2.3.2 Identify ways to locate school and community health helpers.	K – 9, 10, 19 1 – 17

Grades K–2 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
2.4.1 List verbal and nonverbal communication skills to enhance health.	K – 2, 10, 19, 29 1 – 4, 17, 20 2 – 3, 4, 15, 25
2.4.2 Explain listening skills to enhance health.	K – 1
2.4.3 Identify healthy ways to express needs, wants, and feelings.	K – 1, 2, 3, 9, 10 1 – 29 2 – 4
2.4.4 List ways to treat people with kindness and respect.	K – 1, 11 1 – 3, 18 2 – 2, 14, 15
2.4.5 Describe ways to respond when in an unwanted, threatening, or dangerous situation.	K – 10, 11, 18, 29 1 – 11, 16, 17, 18, 20 2 – 15
2.4.6 Explain situations why talking to a trusted adult is important.	K – 3, 10, 18, 19 1 – 1, 4, 9, 11, 17, 18, 20 2 – 4, 15, 25
2.4.7 Identify nonviolent ways to manage or resolve conflict.	Covered in Grade 4
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
2.5.1 Identify personal health decisions.	K – 20, 29 2 – 9, 10, 11, 12, 26
2.5.2. Identify people or places where health information can be obtained.	K – 20 1 – 11 2 – 26
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
2.6.1 Identify the benefits of planning and setting personal health goals.	K – 23, 25 1 – 8, 23 2 – 21
2.6.2 Identify a personal health goal and make a plan to achieve it.	K – 5, 6, 23, 25 1 – 8, 23 2 – 13, 19, 21
2.6.3 List possible barriers to achieving the personal health goal.	1 – 23
2.6.4 Show how to achieve the personal health goal.	K – 5, 6, 23, 25 1 – 8, 23 2 – 13, 19, 21
2.6.5 Explain the impact of personal choices on the personal health goal.	1 – 23 2 – 13, 19, 21
2.6.6 Name trusted adults who can help in achieving the personal health goal.	K – 5, 6, 23, 25 1 – 23 2 – 13, 19, 21

Grades K–2 <i>(continued)</i>	HealthSmart (Grade – Lesson)
2.6.7 Show progress towards achieving the personal health goal.	K – 5, 6, 23, 25 1 – 8, 23 2 – 13, 19, 21
Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.	
2.7.1 Identify character traits and behaviors of a healthy and safe person.	K – 1, 2, 4, 22, 24, 30 1 – 1, 9, 21, 22, 24, 28 2 – 3, 7, 16, 17, 20, 22
2.7.2 List a variety of behaviors to avoid or reduce health and safety risks.	K – 2, 13, 14, 15, 16, 17, 19, 29 1 – 7, 10, 12, 15, 16, 17 2 – 3, 7, 9, 10, 11, 12
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
2.8.1 List personal, family, school or community health and safety concerns.	K – 7, 8, 12, 16, 17, 20, 29 1 – 9, 11, 19, 28 2 – 4, 15, 25
2.8.2 Identify a health or safety issue that has personal relevance.	Can be included in all advocacy activities: K – 11, 20, 25, 28, 30 1 – 3, 12, 19, 22, 28 2 – 8, 15, 16, 23, 26

Grades 3–5	HealthSmart (Grade – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
5.1.1 Describe the relationship between healthy behaviors and personal health.	3 – 1, 2, 3, 4, 5, 6, 7, 8, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28 4 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 16, 17, 18, 19, 20, 21, 25, 26, 28 5 – 1, 2, 4, 5, 6, 7, 8, 11, 13, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 30, 32, 33, 34, 35, 37
5.1.2 Identify examples of emotional, intellectual, physical, and social health.	3 – 1 5 – 1
5.1.3 Describe ways in which school and community environments can promote personal health.	3 – 9, 10, 11, 13, 14, 15 4 – 11 5 – 36
5.1.4 Describe ways to prevent common childhood injuries and health problems.	3 – 9, 10, 11, 16 4 – 3, 10, 11, 12, 14, 15 5 – 9, 10, 11, 12
5.1.5 Recognize when it is important to seek health care.	3 – 8
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
5.2.1 Describe how the family influences personal health practices and behaviors.	3 – 3, 21 4 – 21 5 – 2, 19, 30, 33
5.2.2 Describe how the school and community can support personal health practices and behaviors.	3 – 15 4 – 11 5 – 9
5.2.3 Explain how the media can influence thoughts, feelings, and health behaviors.	3 – 21, 28 4 – 21 5 – 14, 27, 30
5.2.4 Recognize how peers can influence healthy and unhealthy behaviors.	3 – 4, 21, 27, 28 4 – 13, 21 5 – 2, 7, 11, 19, 26, 30
5.2.5 Identify the influence of culture on health practices and behaviors.	3 – 21 4 – 21 5 – 19, 36
5.2.6 Describe ways technology can influence personal health.	3 – 14 5 – 7, 8

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.	
5.3.1 Identify characteristics of valid health information, products, and services.	4 – 20 5 – 4, 38
5.3.2 Locate resources from home, school, and community that provide valid 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.	
5.4.1 Formulate effective (assertive) verbal and nonverbal communication strategies.	3 – 4, 29 5 – 3
5.4.2 Demonstrate the ability to actively listen to enhance health.	3 – 4 4 – 15 5 – 3
5.4.3 Explain healthy ways to express needs, wants and feelings.	3 – 2 4 – 5, 6 5 – 2
5.4.4 Determine ways to communicate kindness and respect for others.	3 – 3, 4, 5 4 – 14, 26 5 – 2
5.4.5 Describe refusal skills to avoid or reduce health risks.	3 – 16, 29 4 – 13, 22, 23 5 – 28
5.4.6. Model how to ask for assistance to enhance personal health.	3 – 15, 16 4 – 6, 15, 27 5 – 31
5.4.7 Analyze strategies to prevent and manage conflict.	4 – 14, 15
5.4.8 Recognize barriers to healthy communication.	5 – 3
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
5.5.1 Identify personal health decisions and influences.	3 – 13, 26 4 – 14, 28 5 – 12, 29
5.5.2 Locate and use information to enhance health.	3 – 1 4 – 6, 20, 27 5 – 4, 5, 13, 31, 38
5.5.3 Predict health risk of decisions to self and others.	3 – 13, 26 4 – 28 5 – 29
5.5.4 Identify important steps to take when making a health-related decision.	3 – 13, 26 4 – 28 5 – 29

Grades 3–5 <i>(continued)</i>	HealthSmart (Grade – Lesson)
5.5.5 Describe how personal health decisions are connected to subsequent decisions.	3 – 13, 26 4 – 28 5 – 12, 29
5.5.6 Assume responsibility for personal health decisions.	3 – 13, 26 4 – 14, 28 5 – 12, 29, 30
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
5.6.1 Identify the benefits of planning and setting personal health goals.	4 – 9, 19 5 – 22
5.6.2 Identify a personal health goal and make a plan to achieve it.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
5.6.3 List possible barriers to achieving the personal health goal.	4 – 9, 19 5 – 22, 23
5.6.4 Show how to achieve the personal health goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
5.6.5 Explain the impact of personal choices on the personal health goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
5.6.6 Name trusted adults who can help in achieving the personal health goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23, 30
Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.	
5.7.1 Explain character traits and behaviors of a healthy and safe person.	3 – 1, 2, 3, 4, 5, 17, 18, 19, 20, 23 4 – 7, 9, 14, 17, 18, 20, 26, 27, 28 5 – 1, 2, 3, 16, 20, 21, 23, 29, 33, 37
5.7.2 Identify specific ways to avoid or reduce health and safety risks.	3 – 6, 8, 10, 11, 12, 16, 26 4 – 3, 5, 6, 8, 11, 12, 13, 15, 24 5 – 6, 9, 12, 13, 15, 19, 29
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
5.8.1 Identify personal, family, school or community health and safety concerns.	3 – 7, 10, 11, 15, 29 4 – 20, 24, 25, 26 5 – 9, 15, 27, 36
5.8.2 Select a health of safety issue on which to take a stand.	3 – 7, 10, 11, 15, 29 4 – 20, 24, 25, 26 5 – 9, 15, 27, 36

Grades 3–5 <i>(continued)</i>	HealthSmart (Grade – Lesson)
5.8.3 Locate evidence about the health or safety issue.	3 – 10, 15 4 – 20, 24 5 – 9, 15, 27, 36
5.8.4 Identify groups, or other who advocate for the health issue.	Not covered
5.8.5 Clarify personal beliefs regarding the health or safety issue.	3 – 7, 10, 11, 15, 29 4 – 20, 24, 25, 26 5 – 9, 15, 27, 36
5.8.6 Take a clear health-enhancing stand.	3 – 7, 10, 11, 15, 29 4 – 20, 24, 25, 26 5 – 9, 15, 27, 36
5.8.7 Use a communication technique to inform others about a health or safety issue.	3 – 7, 11, 15, 29 4 – 20, 24, 26 5 – 9, 15, 27, 36
5.8.8 Identify an audience and adapt the health or safety message and communication technique to the characteristics of the individual or group.	4 – 24, 25 5 – 27, 36