

HealthSmart Alignment with Kentucky Academic Standards for Health Education



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Standard 1: Content Comprehension			
K.1.1. Identify family and school rules about the use of medicines.	7		
K.1.2. Describe the importance of choosing healthy foods and beverages and identify the benefits of drinking water.	22, 23		
K.1.3. Describe the importance of talking with parents and other trusted adults about feelings.	3		
K.1.4. Describe the importance of respecting the personal space and boundaries of others.		3	
K.1.5. Identify the benefits of personal health care practices.	5 [dental care], 6 [hygiene]		
K.1.6. Identify how injuries can be prevented.	12, 13, 14, 15, 16, 17		
K.1.7. Identify the benefits of healthy peer and family relationships.	3		
K.1.8. Describe the benefits of not using tobacco.	26, 30		
K.1.9. Identify safe and unsafe touches.		20	
K.1.10. Describe why it is harmful to tease or bully others.	11		
Standard 2: Practices for Analyzing Influences			
K.2.1. Identify people at home and in the community who influence personal health decisions and behaviors.	3, 7, 8, 10, 11		
Standard 3: Practices for Accessing Valid Information			
K.3.1. Identify school and community health care helpers.	9, 10, 19		
K.3.2. Identify trusted adults who help provide accurate health information.	3, 7, 8, 9, 10, 11, 18, 22		
Standard 4: Practices for Communication			
K.4.1. Identify effective active listening skills.	1		
K.4.2. Identify how to effectively communicate needs, wants and feelings in healthy ways.	1, 2, 3, 9, 10		
K.4.3. Identify unwanted, threatening or dangerous situations.	10, 11, 18, 29		
K.4.4. Identify trusted adults to talk to if feeling threatened or harmed.	11, 19		
K.4.5. Describe positive behaviors used to communicate with others.	2, 3		
Standard 5: Practices for Decision-Making			
K.5.1. Identify steps needed to make informed decisions.	20		
K.5.2. Identify health situations that require decision-making assistance.	20		
K.5.3. Identify trusted adults who help make health decisions for you.	7, 8, 10, 18, 20		

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Standard 6: Practices for Goal Setting			
K.6.1. Identify individual goals for improving health.	5, 6, 23, 25		
K.6.2. Identify choices needed to reach a goal.	5, 6, 23, 25		
K.6.3. Identify people who can help achieve goals.	5, 6, 23, 25		
Standard 7: Practices for Health-Enhancing Behaviors			
K.7.1. Identify personal health habits that promote healthy living.	1, 5, 6		
K.7.2. Identify what causes diseases and other health risks.	5, 26, 27, 29		
Standard 8: Practices for Advocating			
K.8.1. Identify ways to encourage others to be healthy.	11, 25, 28, 30		

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Standard 1: Content Comprehension			
1.1.1. Explain the harmful effects of medicines when used incorrectly.			6
1.1.2. Describe the types of foods and beverages that should be limited.			16, 17, 18
1.1.3. Describe body signals that tell a person when they are hungry and when they are full.	21		
1.1.4. Identify appropriate ways to express and deal with feelings.		4	
1.1.5. Describe the difference between bullying and teasing and why it is harmful.		18	
1.1.6. List ways to prevent harmful effects of the sun.		7	
1.1.7. Identify ways to prevent the spread of disease-causing germs.			5
1.1.8. Identify people who can help when someone is injured or suddenly ill.	7, 8, 9	17	
1.1.9. Describe the dangers of experimenting with tobacco.		27	
1.1.10. Explain what to do if someone is being bullied.		18	
1.1.11. Explain why everyone has the right to tell others not to touch his or her body.		20	
Standard 2: Practices for Analyzing Influences			
1.2.1. Explain how family influences personal health decisions.		2, 27, 29	
Standard 3: Practices for Accessing Valid Information			
1.3.1. Identify roles and responsibilities of school and community health care helpers.		17	
1.3.2. Identify trusted adults within your family and the school responsible for keeping you healthy.		1, 9, 11, 18, 29	
Standard 4: Practices for Communication			
1.4.1. Demonstrate effective active listening skills.	1		
1.4.2. Explain how to effectively communicate needs, wants and feelings in healthy ways.		4, 20, 29	
1.4.3. Describe appropriate ways to respond to unwanted, threatening or dangerous situations.		17, 20	
1.4.4. Identify a trusted adult with whom to share needs, wants and feelings.		4	
1.4.5. Identify positive behaviors to show concern for others.		1, 3	

HEALTH STANDARDS	K	GRADE 1	GRADE 2
Standard 5: Practices for Decision-Making			
1.5.1. Identify a health-related situation that requires decision-making skills.			9, 10, 11, 12, 26
1.5.2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed.			26
1.5.3. Identify types of situations when health-related decisions must be made.			9, 10, 11, 12, 26
Standard 6: Practices for Goal Setting			
1.6.1. Identify goals for positive physical, mental and emotional health.		8, 23	
1.6.2. Identify steps needed to reach a goal.		8, 28	
1.6.3. Describe how others can help achieve goals.		23	
Standard 7: Practices for Health-Enhancing Behaviors			
1.7.1. Describe personal health habits that promote healthy living.		5, 6, 8	
1.7.2. Identify and demonstrate ways to prevent the spreading of disease and other health risks.			5
1.7.3. Identify positive health behaviors regarding personal wellness, physical activity and safety.		5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 24, 25	
Standard 8: Practices for Advocating			
1.8.1 Identify healthy behavior choices for self, family and friends.		3, 12, 19, 22, 28, 29	

HEALTH STANDARDS	GRADE 1	GRADE 2	GRADE 3
Standard 1: Content Comprehension			
2.1.1. Describe how to use medicine correctly.		6	
2.1.2. Explain what it means to be healthy and how healthy eating and sleeping paterns help the body grow and develop.		7, 8, 17, 18	
2.1.3. Identify the benefits of healthy peer and family relationships.	1, 3 [peers]	1 [family]	
2.1.4. Identify safety hazards in the home and the community.		9, 10, 11, 12	
2.1.5. Explain why it is harmful to tease or bully others based on personal characteristics.		14, 15	
2.1.6. Identify short and long-term physical effects of being exposed to tobacco smoke.		23, 24	
2.1.7. Explain why inappropriate touches should be reported to a trusted adult.	20		
Standard 2: Practices for Analyzing Influences			
2.2.1. Identify and explain how community opportunities can influence personal health decisions and behaviors.	Not covered		
Standard 3: Practices for Accessing Valid Information			
2.3.1. Demonstrate how to locate school, home or community health care helpers to enhance health.		4, 15, 25	
2.3.2. Identify trusted adults within the community that provide personal health services.	Not covered		
Standard 4: Practices for Communication			
2.4.1. Demonstrate effective listening and verbal communication skills.			4
2.4.2. Demonstrate healthy ways to effectively communicate needs, wants and feelings.		3, 4	
2.4.3. Demonstrate appropriate ways to respond to unwanted, threatening or dangerous situations.		15	
2.4.4. Identify a trusted adult to ask for help in an unhealthy situation.		4, 14, 25	
2.4.5. Demonstrate how to communicate care and concern for others.		2, 8, 14	
Standard 5: Practices for Decision-Making			
2.5.1. Explain the potential outcomes of personal health decisions.		9, 10, 11, 12, 26	
2.5.2. Explain the difference between when a health-related decision can be made individually and when assistance is needed.		26	
2.5.3. Identify how family, peers and media impact health-related decision making		1 [family], 8, 15 [peers]	
	Media covered starting in Grade 3		

HEALTH STANDARDS	GRADE 1	GRADE 2	GRADE 3
Standard 6: Practices for Goal Setting			
2.6.1. Set goals for positive physical, mental and emotional health.		13, 19, 21	
2.6.2. Analyze steps needed to reach a health-related goal.		13, 19, 21	
2.6.3. Describe people who can support the achievement of health-related goals.		13, 19, 21	
Standard 7: Practices for Health-Enhancing Behaviors			
2.7.1. Describe personal responsibility in making healthy life decisions.		3	
2.7.2. Describe behaviors that can cause harm to personal wellness.		3	
2.7.3. Describe positive health behaviors regarding personal wellness, physical activity and safety.		5, 6, 7, 8, 9, 10, 11, 12, 16, 17, 18, 20, 22, 26	
Standard 8: Practices for Advocating			
2.8.1. Demonstrate how to encourage peers to make healthy behavior choices.		8, 15, 16, 23, 26	
2.8.2. Make a request of others to advocate to improve their personal health.		15, 16, 25	

HEALTH STANDARDS	GRADE 2	GRADE 3	GRADE 4
Standard 1: Content Comprehension			
3.1.1. Explain the potential risks associated with inappropriate use and abuse of prescription medicines.		8	
3.1.2. Identify the amount of water and food from each food group that a child needs daily and describe the benefits of drinking water and eating healthy.	19, 20	17, 18	16, 17
3.1.3. Describe the relationship between feelings and behavior and appropriate ways to express and deal with emotion.		2	
3.1.4. Describe the importance of being aware of one's own feelings and being sensitive to the feelings of others.		2	
3.1.5. Explain why rest and sleep are important for proper growth and good health.	7, 8		7, 9
3.1.6. Describe ways to prevent harmful effects of the sun.	7, 8		7, 9
3.1.7. List examples of dangerous or risky behaviors that might lead to injuries.		9, 10, 11	
3.1.8. Identify characteristics of healthy relationships.		3, 4	
3.1.9. Describe the benefits of abstaining from tobacco use and explain the dangers of experimenting with tobacco products.		25, 26	
3.1.10. Describe what to do if oneself or someone else is being bullied.		14, 15	
3.1.11. Explain that everyone has the right to tell others not to touch his or her body.		16	
Standard 2: Practices for Analyzing Influences			
3.2.1. Explain how peers can influence healthy and unhealthy behaviors.		4, 21, 27, 28	
Standard 3: Practices for Accessing Valid Information			
3.3.1. Identify characteristics of valid health information.			20
3.3.2. Identify characteristics of accurate and reliable resources for health information.		1 [role models]	20
Standard 4: Practices for Communication			
3.4.1. Demonstrate verbal and non-verbal ways of communicating with others.		4, 29	
3.4.2. Identify healthy ways to effectively communicate when resolving conflict.			14, 15
3.4.3. Identify refusal skills that avoid or reduce health risks and explain why they are important.		16, 29	
3.4.4. Demonstrate ways to tell a trusted adult if threatened or harmed.		15, 16	
3.4.5. Explain the role of empathy and compassion when listening to others.		5	

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 5: Practices for Decision-Making			
3.5.1. Identify the influences family, peers and media have on personal health decisions.	3, 4, 21, 27, 28		
3.5.2. Identify health-related situations that might require an informed decision.	13, 26		
3.5.3. Identify how community, school, media and technology influence a decision related to personal health.	14, 15, 21, 28		
Standard 6: Practices for Goal Setting			
3.6.1. Set long-term goals for positive physical, mental or emotional health.	12, 22, 24		
3.6.2. Establish a long-term plan for achieving goals.	12, 22, 24		
3.6.3. Identify resources in the family, school or community that can help with the achievement of health-related goals.	12, 22, 24		
Standard 7: Practices for Health-Enhancing Behaviors			
3.7.1. Describe the importance of developing positive health habits.	6, 7, 9		
3.7.2. Identify behaviors that reduce or prevent health risks of disease and injuries.	6, 7, 8, 9, 10, 11, 12, 13, 16, 29		
3.7.3. Explain positive health behaviors related to personal wellness, physical activity and safety.	4, 17, 18, 19, 20, 22, 23, 24, 26		
Standard 8: Practices for Advocating			
3.8.1. State personal beliefs that may improve the health of self and others.	7, 10, 11, 15		
3.8.2. Identify factual information needed to advocate to improve the personal health and wellness of others.	7, 11, 15, 29		

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 1: Content Comprehension			
4.1.1. Identify family and school rules about alcohol use.	28		24
4.1.2. Explain the importance of eating a variety of foods from all the food groups and describe the benefits of healthy eating habits.		17	
4.1.3. Identify feelings and emotions associated with loss and grief and depression and sadness and explain what it means to be emotionally healthy.		4, 6	
4.1.4. Identify personal stressors at home, in school and with friends.		2	
4.1.5. Describe the symptoms of someone who is seriously ill and needs immediate medical attention.	Not covered		
4.1.6. List ways to prevent injuries at home, at school and in the community and explain what to do if someone is poisoned or injured and needs help.*		11, 12 [injuries]	
4.1.7. Describe ways to prevent the spread of germs that cause infectious disease.		7	
4.1.8. Summarize why it is harmful to tease or bully others based on personal characteristics.*	14		7, 8
4.1.9. Explain the short and long-term physical effects of being exposed to others' tobacco use.		20	
4.1.10. Identify strategies to avoid physical fighting and violence.*			10, 12
4.1.11. Explain the importance of telling an adult if someone is in danger of hurting themselves or others.*			13
<i>*Grade 4 focuses on unintentional injury; Grade 5 on violence prevention.</i>			
Standard 2: Practices for Analyzing Influences			
4.2.1. Describe how community can support personal health decisions and behaviors.		11	
Standard 3: Practices for Accessing Valid Information			
4.3.1. Identify characteristics of valid health information, products and services.		20	
4.3.2. Describe resources from home, school and community that provide valid health products and services.		6, 20, 27	
Standard 4: Practices for Communication			
4.4.1. Describe effective verbal and non-verbal communication skills to enhance healthy behaviors.			3
4.4.2. Describe healthy ways to manage or resolve conflict.		14, 15	
4.4.3. Describe refusal skills that avoid or reduce health risks.		13, 22, 23	
4.4.4. Demonstrate how to effectively communicate needs, wants and feelings in healthy ways.		3, 5, 6	
4.4.5. Demonstrate how to communicate support for others.		4, 24, 26	

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 5: Practices for Decision-Making			
4.5.1. Describe how family, peers and media influence decision-making for personal health.		28	
4.5.2. Explain the essential steps needed to make a health-related decision.		28	
4.5.3. Explain how community, school, media and technology influence a decision related to personal health.		11, 21	
Standard 6: Practices for Goal Setting			
4.6.1. Set long-term goals for positive physical, mental or emotional health and identify skills you will need to achieve them.		9, 19	
4.6.2. List goals and identify steps needed for achieving goals.		9, 19	
4.6.3. Analyze resources in the family, school or community that can influence (positively or negatively) the achievement of health-related goals.		9, 19	
Standard 7: Practices for Health-Enhancing Behaviors			
4.7.1. Compare and contrast the short and long-term effects of positive and negative health choices.		2, 5, 7, 8, 10, 17, 18, 20, 28	
4.7.2. Describe practices and behaviors that reduce or prevent health risks related to diseases and injuries.		7, 8, 11, 12, 13, 14, 15, 23, 24	
4.7.3. Interpret why good health habits enhance physical, mental and emotional health.		3, 5, 7, 17, 18	
Standard 8: Practices for Advocating			
4.8.1. Demonstrate how to advocate for others (peers, family and community) to make positive health choices.		20, 24, 26	
4.8.2. Describe personal beliefs to persuade, support and promote others to improve personal health and wellness.		20, 24, 25, 26	

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 1: Content Comprehension			
5.1.1. Identify short and long-term effects of alcohol use.			24
5.1.2. Describe the benefits of limiting the consumption of solid fat, added sugar and sodium and explain the concept of eating in moderation.			17, 18, 19
5.1.3. List physical and emotional reactions to stress and identify positive and negative ways of dealing with stress and anxiety.		1, 2, 3	
5.1.4. Explain the difference between infectious and non-infectious diseases, as well as how to prevent and treat them.			5, 6
5.1.5. Describe safety precautions for playing and working outdoors in different kinds of weather and climates.*		11	
5.1.6. Describe basic male and female reproductive body parts and their functions as well as the physical, social and emotional changes that occur during puberty.			33, 34, 35
5.1.7. Explain that tobacco use is an addiction that can be treated.**		20	
5.1.8. Explain why it is harmful to tease or bully others based on personal characteristics and describe examples of pro-social behaviors that help prevent violence.		14 [prosocial behaviors]	7, 8, 9, 12, 36
<i>*Grade 4 focuses on unintentional injury; Grade 5 on violence prevention.</i> <i>**Grade 5 focuses on alcohol only.</i>			
Standard 2: Practices for Analyzing Influences			
5.2.1. Analyze how media influences thoughts and feelings concerning health behaviors.			14, 27, 30
Standard 3: Practices for Accessing Valid Information			
5.3.1. Evaluate resources from school, home and community that provide valid health information.			4, 5, 13, 31, 38
5.3.2. Analyze the influences of family, culture, media, and technology when accessing valid health information.	Not covered		
Standard 4: Practices for Communication			
5.4.1. Demonstrate verbal and non-verbal communication skills to enhance healthy behaviors for self and others.			3
5.4.2. Demonstrate healthy ways to manage or resolve conflict.		14, 15	
5.4.3. Demonstrate effective refusal skills that avoid or reduce health risks.			28
5.4.4. Demonstrate how to effectively ask for help in order to reduce physical, mental or emotional health risks.			31
5.4.5. Demonstrate how to communicate empathy and support for someone.			3

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 5: Practices for Decision-Making			
5.5.1. Demonstrate decision-making skills needed to avoid unhealthy choices.			12, 29
5.5.2. Analyze when assistance is, or is not, needed in making a health-related decision.			29
5.5.3. Demonstrate how community, school, media, and technology influence a decision related to personal health.			7, 14, 19, 27, 30
Standard 6: Practices for Goal Setting			
5.6.1. Analyze and revise, if needed, long-term goals to include positive physical, mental or emotional health.			23
5.6.2. Analyze goals and the influence family, peers, community, media and technology have on those goals.			22, 23, 30
5.6.3. Analyze lifestyles, skills and resources to determine the effect they will have on the achievement and/or maintenance of long-term personal goals.			22, 29, 30
Standard 7: Practices for Health-Enhancing Behaviors			
5.7.1. Analyze personal health practices and set goals to practice positive behaviors that affect physical, mental and emotional health.			6, 17, 20, 22, 23
5.7.2. Describe and demonstrate healthy practices and behaviors on a routine basis.			3, 6, 22, 23
5.7.3. Describe health-enhancing practices and behaviors for physical, mental and emotional health.			1, 2, 3, 6, 16, 20, 37
Standard 8: Practices for Advocating			
5.8.1. Persuade others to engage in healthy behaviors through conversations, presentations and interactive media, using school and community resources.			9, 15, 27, 36
5.8.2. Demonstrate how to advocate for others to make positive behavior choices to improve personal health and wellness.			9, 15, 27, 36