

***HealthSmart* Alignment with  
Massachusetts  
Comprehensive Health  
Curriculum Framework  
Grades K–5**

<b>Grades K–2</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Practice 1: Decision Making and Problem Solving</b>	
<b>Nutrition and Balanced Eating (2.1.NE)</b>	
1. Identify situations when a nutrition-related decision needs to be made (e.g., when trying new foods, choosing snacks and beverages, eating breakfast).	K – 21, 22 1 – 21, 22, 23 2 – 17, 18, 19
2. Articulate, with adult guidance, nutrition options in common situations, and identify decisions that can be made independently (e.g., asking for healthier options) or when assistance is needed (e.g., managing a food allergy).	K – 22 1 – 21, 22, 23 2 – 17, 18, 19
3. Identify that food is the preferred way of obtaining nutrition (as opposed to supplements) and is fuel for the body, identify the primary contribution of each food group to the body, and provide examples of foods within food groups to support informed decision-making.	K – 21 1 – 21 2 – 17, 18 (Healthy foods in general, food groups not covered until Grade 4)
4. Explain food in equitable terms (e.g., all people need food access, clean water is necessary, grocery stores are important to communities and their health).	Not covered
5. Explain benefits of health-promoting eating choices and habits (e.g., staying hydrated, eating fruits and vegetables, eating nutrient-rich foods, limiting foods high in added sugar).	K – 22, 23 1 – 21, 22 2 – 16, 17, 18, 19
6. Describe how the foods students eat reflect the area in which they live and/or their cultural backgrounds, ways students’ families use or produce food, how family meals and food traditions benefit them, different dietary needs (e.g., food allergies, dietary restrictions) and how they impact nutrition-related decisions (e.g., physical, emotional, cultural, and familial).	Not covered
7. Recognize that media (e.g., cartoons, characters, advertisements, product placement) can impact nutrition decisions.	Covered in 3 – 21
<b>Practice 2: Self-Management and Goal Setting</b>	
<b>Mental and Emotional Health (2.2.MH)</b>	
1. Demonstrate self-control (e.g., delay gratification, wait your turn) alone or with the support of adults in a variety of typical settings (e.g., on the playground, in the classroom, during physical education, at an assembly).	Covered in relation to emotions, pedestrian safety, playground rules in: K – 2, 13, 14 1 – 4, 10, 14 2 – 3, 9, 10, 11
2. Define stress and demonstrate strategies for managing stress (e.g., positive self-talk, belly breathing, talking with a trusted adult, listening to calming music, play, physical activity).	K – 2 1 – 4 2 – 3, 4 [strong emotions in general, stress management covered in Grade 4]

<b>Grades K–2 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Mental and Emotional Health (2.2.MH) (continued)</b>	
3. Identify what it means to be responsible and list personal responsibilities.	Can be addressed in 2 – 2 Covered in 3 – 3 and 5 – 33
4. Utilize simple positive self-talk for the purpose of self-motivation and behavior modification.	K – 1
5. Identify simple goals for academic success and classroom behavior.	K – 1; 1 – 3; 2 – 2 [Respect for self and others in general, could be related specifically to classroom]
<b>Physical Health and Hygiene (2.2.PH)</b>	
1. Identify a variety of habits that can help keep children healthy (e.g., brushing teeth, proper nutrition, going to the doctor, getting enough sleep, being physically active, limiting screen time, washing hands, etc.).	K – 5 [teeth], 6 [hygiene], 24 [activity] 1 – 5 [hygiene], 6 [teeth], 8 [sleep], 24/25 [activity] 2 – 7/8 [health habits], 20/21 [activity]
2. Explain how a person can maintain or enhance the health of both their body and mind.	K – 5, 6, 7, 8, 9, 21, 22, 23, 24, 25, 29 1 – 1, 2, 3, 4, 5, 6, 7, 8, 21, 22, 24, 25, 26, 29 2 – 3, 4, 5, 6, 7, 8, 16, 17, 18, 19, 20, 21, 22, 25, 26
3. Use medically accurate names for body parts, including genitals when communicating about their body and physical health.	K – 4 [genitals not covered until Gr 4]
4. Demonstrate independence in health-promoting practices such as hand washing, appropriate teeth brushing motions, sneezing and coughing into elbow, and appropriate use and disposal of tissues.	K – 5, 6 1 – 5, 6, 8 2 – 5, 7, 8
5. Set a simple goal related to physical health habits and monitor progress toward the goal with assistance from an adult.	K – 5, 6 1 – 5, 6, 8 2 – 5, 7, 8
<b>Personal Safety (2.2.PS)</b>	
1. Apply strategies for staying safe in a variety of situations (e.g., on the playground, during physical education, around water, when using wheeled recreation, as a pedestrian, around cooking elements or fire, on the bus, around weapons or in situations of gun violence) and determine when to report unsafe situations to an adult.	K – 12, 13, 14, 15, 16, 17, 18, 19 1 – 9, 10, 11, 12, 13, 14, 15, 16, 17 2 – 9, 10, 11, 12, 13
2. Provide examples of how rules can keep children safe and identify rules to help children stay safe in various situations (e.g., related to medicines, playground safety, physical education, threats of violence, personal space and boundaries).	K – 7, 11, 12, 13, 14, 15, 16, 17 1 – 10, 11, 12, 13, 14, 15, 16, 19, 20 2 – 6, 9, 10, 11, 12
3. Demonstrate how to respond (e.g., yell, get away, tell an adult, seek help) and get help in a variety of emergency situations including when and how to call 9-1-1.	K – 19 1 – 17, 20

<b>Grades K–2 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Personal Safety (2.2.PS) (continued)</b>	
4. Identify safe people to confide in and places to go if feeling personally threatened (e.g., someone says they will hurt or harm you).	K – 10, 11, 20 1 – 11, 18, 20 2 – 14, 15
5. Recognize safe, unsafe, and inappropriate touching and demonstrate how to tell a trusted adult if this happens.	1 – 20
6. Identify and practice behaviors for personal safety: say no, get away, tell a grown-up.	1 – 20
<b>Physical Activity and Fitness (2.2.PF)</b>	
<b>Covered in physical education classes. Some are also addressed in HealthSmart lessons.</b>	
6. Identify physical activity as a health-promoting habit that contributes to overall health and well-being, and list the benefits of these habits on physical well-being (e.g., activities that strengthen the heart and cardiovascular system, contribute to fitness, muscle-building) and mental health (e.g., stress management).	K – 24 1 – 24 2 – 20
8. Set a short-term physical activity goal relevant to specific needs and abilities, take meaningful action toward achieving the goal, and identify people at home or at school who can help when assistance is needed to achieve the goal.	K – 25 1 – 25 2 – 21
<b>Practice 3: Social Awareness, Relationship, and Communication Skills</b>	
<b>Healthy Relationships (2.3.HR)</b>	
1. Define bullying and teasing, explain similarities and differences, and how both can be harmful.	K – 11 1 – 18 2 – 14, 15
2. Define and demonstrate simple ways to communicate personal boundaries and respect the boundaries of others, including physical, verbal, sexual, and emotional boundaries (e.g., explain why it is important to tell others not to touch their body when they do not want to be touched and why it is important to stop touching someone when they indicate the touch is unwelcome).	Can be added to K – 11 1 – 20 Can be added to 2 – 14, 15
3. Explain how no one has a right to violate personal boundaries, and demonstrate an appropriate refusal (e.g., tell a trusted adult, say NO, leave the situation) when someone says or does something that does not respect personal boundaries.	1 – 20
4. Identify groups to which one belongs and reflect on similarities and differences with others.	K – 3 1 – 1, 2 2 – 1, 2
5. Discuss stereotypes, prejudice, discrimination, equality, and inequality and how these can affect relationships and situations.	Not covered

<b>Grades K–2 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Healthy Relationships (2.3.HR) (continued)</b>	
6. Acknowledge diversity, including (but not limited to) racial, ethnic, religious and cultural differences and traditions, and demonstrate respect for others.	K – 1 1 – 2 2 – 1, 2
7. Demonstrate awareness of, and ways to show respect for, all types of families (e.g., families with heterosexual parents, families with same-gender parents, single parent families, intergenerational families, adoptive families, foster families).	1 – 2 2 – 1
8. Predict how someone else may feel in a variety of situations and display compassionate and empathetic behaviors.	K – 2 [predicting emotions] 1 – 4 2 – 3
<b>Mental and Emotional Health (2.3.MH)</b>	
1. Identify reasons why it is important to have positive social relationships (e.g., positive emotions, support and help, someone to play with).	K – 3 1 – 1, 2, 3 2 – 1
2. Identify and practice strategies to make and keep friends, and develop positive peer relationships (e.g., identify and acknowledge other people’s feelings, communicate effectively, ask for help).	1 – 1, 3, 4 2 – 2
3. Identify and practice talking to trusted adults, guardians, and/or family members about feelings.	K – 2, 3 1 – 4 2 – 3, 4
4. Effectively express needs, wants, and feelings through both verbal and non-verbal actions.	K – 2 1 – 4 2 – 3, 4
5. Show respect for the feelings, rights, and property of others.	K – 1 1 – 3 2 – 2
6. Demonstrate effective listening and communication skills, including giving and accepting a compliment and feedback, individually and in group settings.	K – 3 [asking for help] 1 – 3 [encouraging friends] Specific skills practice found in 3 – 4
7. Recognize and appreciate individual differences in others.	K – 1 2 – 2
8. Describe positive qualities in self and others.	K – 1 1 – 3 2 – 2
9. Identify reasons conflict and disagreements may arise in various situations and strategies for managing conflict.	Covered in Grades 3 – 5
<b>Practice 4: Movement Skills</b>	
Covered in physical education classes.	

<b>Grades K–2 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Practice 5: Self-Awareness and Analyzing Influences</b>	
<b>Mental and Emotional Health (2.5.MH)</b>	
1. Recognize and accurately label simple emotions (e.g., happy, sad, mad, worried, lonely) and demonstrate awareness that personal emotions may be the same or different from the emotions of others.	K – 2 1 – 4 2 – 3, 4
2. Accept failure and demonstrate the ability to persevere despite perceived failures.	Practiced throughout with skill-building activities that include feedback and reinforcement
3. Demonstrate growth-oriented practices by attempting, repeating, and experimenting with a variety of experiences and activities.	Practiced throughout with skill-building activities that include feedback and reinforcement
4. Describe personal strengths and the ways that those strengths support mental health.	K – 1 2 – 2
5. Articulate and celebrate the individual characteristics that make a person unique and explain that how a person views themselves can be influenced by different factors (e.g., peers, media, culture, family).	K – 1 [add discussion of factors] 2 – 2 [add discussion of factors]
<b>Practice 6: Information and Resource Seeking</b>	
<b>Physical Health and Hygiene (2.6.PH)</b>	
1. Identify school and community health helpers and community resources, and demonstrate the ability to access help for self or others (e.g., school nurse, counselors).	K – 3, 10, 11, 14, 18, 19 1 – 11, 17 2 – 4
2. Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes, allergic reactions, seizures, concussions).	K – 7, 8, 9, 18, 19 1 – 1, 17
<b>Substance Use and Misuse (2.6.SU)</b>	
1. Explain why it is important to use prescription and over-the-counter medicines correctly and safely, and the risks of ingesting household poisons (e.g., bleach, laundry detergent) and incorrectly using household products.	K – 7, 16 2 – 6
2. Identify trusted adults at home and school (e.g., school nurse, guidance counselor) who can discuss rules and practices related to medicine use (e.g., only taking medicine with an adult’s help, only taking prescriptions that are prescribed to you).	K – 7 2 – 6

<b>Grades K–2 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Practice 7: Self-Advocacy and Health Promotion</b>	
<b>Physical Health and Hygiene (2.7.PH)</b>	
1. Demonstrate personal hygiene habits and other behaviors that prevent the spread of illness (including foodborne illness) and infection.	K – 5, 6 1 – 5, 6 2 – 5
2. Describe personal health habits (i.e., brushing and flossing teeth, hygiene, hand washing, sufficient sleep, sun safety, physical activity, limiting screen time) that can prevent illness and promote self-care and overall health.	K – 5, 6 1 – 5, 6, 7, 8 2 – 7, 8
3. Self-advocate in order to have personal health needs met (e.g., needing to wash hands, asking for sunscreen, access to bathrooms).	K – 3, 7, 29 1 – 28, 29 2 – 16, 25
4. Recognize how the actions of others can impact physical health (e.g., spreading germs) and encourage peers to make positive choices about physical health habits and prevention strategies.	K – 6, 25, 30 1 – 3, 12, 19, 22, 28 2 – 8, 16, 23, 26
<b>Public, Community, and Environmental Health (2.7.CE)</b>	
1. Identify the impact of personal activities that contribute, positively or negatively, to the environment.	HealthSmart does not cover environmental health
2. Identify ways that the communities people live in can impact their health and well-being.	
3. Identify strategies to minimize impact on the environment (e.g., reduce, reuse, recycle).	
4. Encourage peers and family members to make choices to help protect the environment (e.g., recycling, using less water, turning off the lights).	
5. Encourage peers and family to help in the community (e.g., donate food to a food pantry, clean up litter).	

<b>Grades 3–5</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Practice 1: Decision Making and Problem Solving</b>	
<b>Nutrition and Balanced Eating (5.1.NE)</b>	
1. Identify principles of balanced eating (i.e., moderation, eating a variety of fruits and vegetables, consuming nutrient-rich foods, limiting processed foods and foods high in added sugar, drinking water, limiting sugary beverages) when making nutrition-related decisions.	3 – 17, 18, 19, 20 4 – 16, 17 5 – 16, 17, 18, 19
2. Identify and describe hunger and satiety cues and how these can inform nutrition-related decision-making.	Covered in K – 2
3. Discuss the benefits of balanced eating on physical health (e.g., supporting growth and development, ability to engage in physical activity), social health, and emotional and mental health (e.g., ability to manage stress, positive emotions) when making nutrition-related decisions.	3 – 17, 18, 19, 20 4 – 17 5 – 16, 18
4. Demonstrate how to use food labels as part of nutrition-related decision-making.	Covered in Middle School & High School
5. Describe how cultivation, trade routes, and regions affect food supply, and how food production affects nutrition-related decisions.	Not covered
6. Identify circumstances (e.g., budget, food access and availability, time management) that help or hinder decisions about nutrition and determine when assistance is needed in order to make a health-promoting decision.	3 – 21 [influences in general]
7. Explain a variety of factors that can influence decisions about nutrition (e.g., food during celebrations, food preferences, media advertising, celebrity endorsements and product placement, access and availability, financial resources, physical activity levels).	3 – 21 5 – 19
8. Recognize that individuals have different food related needs, preferences, and traditions.	3 – 21 5 – 19
9. List options, predict potential outcomes of decision options, make a health-promoting choice, and analyze the outcome of decisions in common nutrition situations.	This grade span features decision making in other content areas, but not Nutrition
<b>Physical Activity and Fitness (5.1.PF)</b>	
Covered in physical education classes.	



<b>Grades 3–5 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Practice 2: Self-Management and Goal Setting</b>	
<b>Mental and Emotional Health (5.2.MH)</b>	
1. Identify different feelings and emotions (e.g., anger, fear, grief, sadness, anxiety, stress, hopelessness, gratitude, love, excitement, contentedness, hope, pride, happiness) that people may experience and how people might express those emotions (including individual and cultural differences in expression).	3 – 2 4 – 1, 3, 4, 5, 6
2. Discuss how feelings and emotions can impact behavior.	3 – 2 4 – 1, 4, 5, 6
3. Recognize that all feelings and emotions are information that individuals can use to support mental and emotional health.	3 – 2 4 – 1, 3, 4, 5, 6
4. Identify how a person’s brain and body influence mental and emotional well-being.	3 – 1 4 – 1, 4, 5 5 – 1
5. Describe and demonstrate strategies for expressing and regulating emotions in health-promoting ways.	3 – 2 4 – 3, 5, 6 5 – 1
6. Identify characteristics of and practices to support mental and emotional well-being within various cultures and diverse perspectives.	Can be included in 3 – 1, 5 and 5 – 1
7. Set a goal to use one or more health-promoting practices or behaviors (e.g., being aware of your own feelings and the feelings of others, safe online behaviors, engaging in physical activity, limiting screen time) and track progress towards its achievement in order to maintain or improve mental and emotional well-being.	Emotional Health goal setting is covered in Middle School and High School
8. Apply self-monitoring strategies to regulate emotions (e.g., breathing techniques, appropriate sleep, proper nutrition) in varied settings.	3 – 2 4 – 3, 5
9. Identify personal stressors and demonstrate effective stress management techniques, alone or with support.	4 – 1, 2, 3
10. Demonstrate strategies and behaviors (which may include getting help) to meet personal responsibilities and identify strategies to overcome barriers to meeting personal responsibilities.	3 – 3 4 – 27, 28 5 – 3, 33
11. Identify strategies for planning, prioritizing, and managing time.	Covered in Middle School
12. Demonstrate strategies that support a growth mindset in and out of school.	Many lessons help students evaluate current health behaviors and beliefs and take steps to improve their choices

<b>Grades 3–5 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Physical Health and Hygiene (5.2.PH)</b>	
1. Describe the physical, social, and emotional changes that occur during puberty and adolescence, how the timing of puberty and adolescent development varies considerably, and the role of puberty in overall development.	4 – 25, 26 5 – 32, 33, 34, 35
2. Recognize and respect that all bodies are different.	4 – 26 5 – 33, 34, 35, 36
3. Explain a variety of health-promoting practices to manage the social, physical, and emotional changes associated with puberty and into adolescence.	4 – 26, 28 5 – 33, 34, 35, 36, 37, 38
4. Describe health-promoting behaviors during menstruation, including ways to maintain personal hygiene, cope with emotional changes, manage pain and identify when help or support is needed.	5 – 35
5. Describe personal behaviors and strategies that promote health and/or avoid health risks (e.g., pedestrian safety, sun safety, protecting oneself from infectious diseases, adequate sleep, good nutrition, ergonomics, protective equipment, appropriate amounts of screen time, hearing protection, being physically active).	3 – 6, 7, 9, 10, 12, 17, 18, 19, 20, 23 4 – 7, 8, 9, 11, 12, 17, 18 5 – 5, 6, 16, 20, 21
6. Discuss influences on and barriers to maintaining or enhancing physical health and hygiene.	3 – 6, 21, 28 4 – 10, 25, 26 5 – 21, 32
7. Set a goal related to personal health (e.g., tooth brushing, sleep, hydration, ergonomics, sun safety, limiting screen time, hearing protection, physical activity, wearing protective equipment), identify resources to assist in achieving it, and track progress toward its achievement.	4 – 9
<b>Personal Safety (5.2.PS)</b>	
1. Describe ways to promote personal safety and reduce the risk of unintentional injuries in a variety of situations (e.g., at home, at school, during physical activity, around motor vehicles, around firearms, around water, fire prevention, during a fire, as a pedestrian).	3 – 9, 10, 11, 12, 13 4 – 10, 11, 12
2. Recognize aspects of the environment (e.g., whether or not crosswalks are clearly marked, presence of sidewalks, access to healthy foods, access to green space, levels of violence in a community) that can positively or negatively impact safety.	3 – 9, 10, 11 4 – 11, 12
3. Explain safety precautions for playing outdoors in different kinds of weather.	3 – 10, 11 4 – 11

<b>Grades 3–5 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Personal Safety (5.2.PS) (continued)</b>	
4. Identify and demonstrate how to contact appropriate resources when someone is poisoned or injured and needs help (i.e., calling poison control and 9-1-1).	Not covered
5. Apply strategies to be and stay safe when using the Internet and other digital technology and social media, including addressing and preventing media overuse.	Covered in Middle School
6. Define and provide examples of behaviors that would be considered child abuse and neglect (including physical, emotional, and sexual abuse), and describe actions and behaviors to take if feeling threatened by either someone known or not known.	3 – 16
7. Demonstrate the ability to set and maintain developmentally appropriate boundaries (including physical, verbal, sexual, and emotional boundaries) and how to respond if those boundaries are violated.	3 – 16
8. Distinguish among safe, unsafe, and inappropriate touch and demonstrate strategies for getting help including how to tell a trusted adult if this happens.	3 – 16
9. Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.	3 – 16
<b>Physical Activity and Fitness (5.2.PF)</b>	
<b>Covered in physical education classes. Some are also addressed in <i>HealthSmart</i> lessons.</b>	
4. Describe health benefits of regularly participating in physical activity on multiple dimensions of wellness (e.g., cardiovascular health, fitness levels, muscle strengthening, stress management, supporting positive mental health).	3 – 23 4 – 18 5 – 20, 21
5. Design a simple fitness goal and plan that includes warm-up and cool-down activities, uses physical activity to enhance personal fitness, and includes resources to assist in achieving the goal.	3 – 24 4 – 19 5 – 22, 23
<b>Practice 3: Social Awareness, Relationship, and Communication Skills</b>	
<b>Healthy Relationships (5.3.HR)</b>	
1. Identify characteristics of healthy relationships with a variety of individuals (i.e., family, peers, trusted adults, teachers).	3 – 3, 4 5 – 2
2. Define and demonstrate ways to determine and respect the boundaries of self and others.	3 – 4, 5 5 – 3 [can include in skill practice]
3. Demonstrate strategies for addressing one’s own feelings and the feelings and perspectives of others in order to support positive relationships.	3 – 4, 5 4 – 5 5 – 3

<b>Grades 3–5 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Healthy Relationships (5.3.HR) (continued)</b>	
4. Differentiate between conflict and bullying and articulate the importance of the difference to avoid escalating conflicts into bullying or violence.	3 – 14, 15 4 – 14 5 – 7
5. Identify and respond to bullying situations in a variety of settings.	3 – 14, 15 5 – 7, 8, 9
6. Identify and practice non-violent communication skills.	3 – 4 4 – 14, 15 5 – 12
7. Identify and practice conflict prevention, management, and resolution strategies.	4 – 14, 15 5 – 12
8. Describe how personal experiences, peers, family, media, society, community, and culture influence ways people interact in relationships and social situations.	3 – 3, 4 5 – 2
9. Describe the differences between assigned sex at birth and gender identity and explain how one’s outward appearance and behavior does not define one’s gender identity or sexual orientation.	5 – 36
10. Describe a range of ways people may express their gender and that some people’s gender identity (how they think about themselves) matches others’ expectations about what their bodies look like on the outside and others do not.	5 – 36
11. Describe ways that stereotypes, perceived stereotypes, prejudice, discrimination, inequality and injustice can impact relationships, and demonstrate strategies to address these factors.	5 – 36 [in relation to gender roles]
<b>Mental and Emotional Health (5.3.MH)</b>	
1. Develop an awareness that emotions may be expressed in different ways (e.g., through body language, intensity of expression) by various groups and in different cultures.	3 – 2 4 – 4 5 – 2
2. Explain the importance of talking with friends, parents, guardians or other trusted adults about feelings and emotions.	3 – 2 4 – 4, 6 5 – 13, 38
3. Demonstrate how to ask for assistance with mental health questions, issues or concerns (e.g., challenges with friends, feeling anxious).	3 – 2 4 – 6 5 – 13
4. Demonstrate how to discuss mental health and mental illness in culturally responsive ways and ways that reduce stigma.	Can be included in: 4 – 6 and 5 – 13
5. Identify signs and symptoms of mental distress in self and others, and how to get help for self or others.	4 – 4, 6 5 – 13

<b>Grades 3–5 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Physical Activity and Fitness (5.3.PF)</b>	
Covered in physical education classes.	
<b>Substance Use and Misuse (5.3.SU)</b>	
1. Distinguish between the use and misuse of legal (e.g., prescription medications prescribed to you, over-the-counter drugs, and (at a certain age) nicotine, electronic vapor products, alcohol, and marijuana) and illegal drugs (e.g., prescription medicines not prescribed to you, cocaine, alcohol and nicotine use before legal age), and identify potential effects of each on the body.	Use/misuse distinction covered in Middle School & High School
2. Identify possible reasons (e.g., media, peer pressure, stress, culture) why individuals might use legal and illegal drugs and discuss health-promoting strategies to avoid illegal drug use and prevent unsafe or potentially harmful use of legal drugs.	3 – 27, 28 4 – 21, 22, 23, 24 5 – 25, 26, 27
3. Analyze data related to use of nicotine, alcohol or other legal drugs that are prohibited for minors.	3 – 25 4 – 20 5 – 24
4. Effectively communicate personal feelings or perspectives about substance use and misuse.	3 – 26 4 – 24 5 – 29, 30, 31
5. Demonstrate effective refusal of alcohol, nicotine, electronic vapor products, marijuana, inhalants, and other substances that can negatively impact health.	3 – 29 4 – 22, 23 5 – 28
<b>Practice 4: Movement Skills</b>	
Covered in physical education classes.	
<b>Practice 5: Self-Awareness and Analyzing Influences</b>	
<b>Mental and Emotional Health (5.5.MH)</b>	
1. Describe personal and cultural identities and assets, their importance and value, and explain how they support mental and emotional health.	3 – 1, 5 [add emphasis on identity] 5 – 1
2. Describe personal interests and the skills needed to pursue those interests in ways that support personal growth.	3 – 5
3. Identify personal strengths and opportunities for growth and improvement in a variety of contexts (including physical activity).	3 – 5, 12, 22, 24 4 – 9, 12, 19 5 – 22, 23
4. Describe supports needed to achieve success for a difficult activity or task in varied contexts.	3 – 12, 22, 24 [as part of goal setting] 4 – 9, 12, 19 [as part of goal setting] 5 – 22, 23 [as part of goal setting], 38 [in context of puberty]

<b>Grades 3–5 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Mental and Emotional Health (5.5.MH) (continued)</b>	
5. Describe how peers, media, family, society, community, and culture can influence ideas about body image, and the impact on self-esteem and behaviors.	3 – 5 [if add emphasis on body image] 4 – 25, 26 [in context of puberty] 5 – 33, 36 [in context of puberty, gender]
6. Demonstrate how media, including social media, and technology can influence mental and emotional well-being (e.g., stress levels, happiness, mood).	3 – 14 [context of cyberbullying] 5 – 7, 8 [context of cyberbullying]
<b>Practice 6: Information and Resource Seeking</b>	
<b>Sexual Health (5.6.SH)</b>	
1. Identify characteristics of valid health information, products, and services related to human sexual and reproductive anatomy, puberty, and personal hygiene.	5 – 38
2. Locate resources from home, school, and community that provide medically accurate sources of information about human sexual and reproductive anatomy, puberty, and personal hygiene.	5 – 38
3. Use valid, reliable, and medically accurate resources (e.g., school nurse, doctor, digital resources, health teacher, community organizations) to find descriptions of the human reproductive systems, human sexual development, and the effects of hormones (e.g., romantic and sexual feelings, mood swings).	5 – 38
4. Explain how gender identity and sexual orientation can vary in each individual.	5 – 36 [gender identity only]
5. Explain the relationship between sexual intercourse and human reproduction, the range of ways pregnancy can occur, and valid and reliable resources for information or support related to these topics.	Covered in Middle School & High School
6. Identify parents, guardians, or other trusted adults (e.g., counselors and other health care professionals) whom students can ask questions about puberty and adolescent health issues (including abuse and neglect).	4 – 27 5 – 38
7. Locate trusted adults from whom to get help if boundaries are being violated or one is being physically, emotionally, or sexually harassed or assaulted.	3 – 16 5 – 9

<b>Grades 3–5 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Practice 7: Self-Advocacy and Health Promotion</b>	
<b>Public, Community, and Environmental Health (5.7.CE)</b>	
1. Analyze the relationship between personal health and the health of the community.	<i>HealthSmart does not cover environmental health</i>
2. Discuss that people may experience health disparities and health inequities (unfair and avoidable differences in health) due to factors such as socioeconomic status, race, ethnicity, and access to resources.	
3. Analyze issues of health inequities and injustices locally, national, and internationally.	
4. Describe ways that the community can impact the health of people within that community.	
5. Describe the ways that rules and laws can affect community health and health disparities.	
6. Use accurate information when discussing environmental health issues (e.g., littering, deforestation, recycling, climate change, clean water) that impact people’s health.	
7. Demonstrate ways to treat people – including other students, their family members, and members of the school community – with dignity, respect, and empathy without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or personal characteristics such as body shape or weight.	3 – 5 5 – 2, 3, 36
8. Propose and support classroom policies and behaviors that promote dignity and respect.	Can be derived from 3 – 5 and 5 – 3