

***HealthSmart* Alignment with Michigan Health Education Content Standards and Expectations**

Grades K–5

advancing
health
equity **etr.**

Grade K	HealthSmart Grade – Lesson
Strand 1: Nutrition and Physical Activity	
Standard 1: Core Concepts	
1.1 Describe how consuming a variety of healthy foods and beverages helps a person stay healthy.	K – 21, 22, 23
1.2 Describe how being physically active helps a person stay healthy.	K – 24, 25
1.3 Describe how drinking water helps a person stay healthy.	K – 23
Standard 3: Health Behaviors	
1.4 Generate examples of physical activities that are personally enjoyable.	K – 24, 25
1.5 Select a variety of foods that can be eaten for healthy snacks.	K – 22
Strand 2: Alcohol, Tobacco, and Other Drugs	
Standard 1: Core Concepts	
2.1 Identify household products that are harmful if touched, ingested, or inhaled.	K – 16
2.2 Describe ways that over-the-counter and prescription medicines can be helpful or harmful.	K – 7
Standard 2: Access Information	
2.3 Identify trustworthy sources of accurate information about potentially poisonous household products.	Can be included in K – 16
Standard 3: Health Behaviors	
2.4 Explain rules for handling household products and avoiding poisons.	K – 16
2.5 Describe how to safely use medicines.	K – 7
Strand 3: Safety	
Standard 1: Core Concepts	
3.1 Describe pedestrian hazards and safe pedestrian behaviors.	K – 12, 13, 14
3.2 Identify dangerous objects and weapons.	K – 17
3.3 Describe the characteristics of appropriate touch and inappropriate touch.	1 – 20
3.4 Explain that a child is not at fault if someone touches him or her in an inappropriate way.	1 – 20
Standard 2: Access Information	
3.5 Demonstrate the procedure for calling 911 and explain when it is appropriate to do so.	K – 19
3.6 Demonstrate how to ask trusted adults for help.	K – 9, 10, 18, 29

Grade K <i>(continued)</i>	HealthSmart Grade – Lesson
Strand 3: Safety <i>(continued)</i>	
Standard 3: Health Behaviors	
3.7 Demonstrate safe pedestrian behaviors.	K – 13, 14
3.8 Describe dangerous and destructive situations that need to be reported to an adult.	K – 11, 17, 18, 29
3.9 Apply a rule and demonstrate actions to use in hypothetical situations when weapons may be present.	K – 17
3.10 Generate examples of safe places one might go if feeling personally threatened.	Can be included in K – 10
3.11 Apply strategies to avoid personally unsafe situations.	K – 10, 16, 17
3.12 Apply strategies to get away in hypothetical cases of inappropriate touching or abduction.	1 – 20
Strand 4: Social and Emotional Health	
Standard 1: Core Concepts	
4.1 Identify and describe different kinds of feelings.	K – 2
Standard 2: Access Information	
4.2 Identify and locate people who can help at home and school.	K – 3, 7, 8, 9, 10, 11, 18, 22
Standard 3: Health Behaviors	
4.3 Describe and demonstrate ways to be responsible at home and school.	Can be reinforced throughout.
4.4 Demonstrate the ability to recognize and express a variety of feelings appropriately.	K – 2
4.5 Identify and demonstrate strategies to manage strong feelings.	K – 2, 3
Standard 7: Social Skills	
4.6 Identify and practice strategies to make friends.	K – 1 1 – 3
4.7 Demonstrate giving and accepting a compliment or statement of appreciation.	K – 1
4.8 Describe situations when it is appropriate to use “please,” “thank you,” “excuse me,” and “I am sorry.”	Not covered specifically. Could be added to K – 1 or K – 2
4.9 Apply “please,” “thank you,” “excuse me,” and “I am sorry” to appropriate situations.	Not covered specifically. Could be added to K – 1 or K – 2
Strand 5: Personal Health and Wellness	
Standard 1: Core Concepts	
5.1 Explain the importance of taking care of teeth and having one’s own toothbrush to prevent disease.	K – 5
5.2 Explain the importance of dental health cleanings and exams.	Can be addressed in K – 5
5.3 Explain the importance of proper hand washing to prevent disease.	K – 6

Grade K <i>(continued)</i>	HealthSmart Grade – Lesson
Strand 5: Personal Health and Wellness <i>(continued)</i>	
Standard 3: Health Behaviors	
5.4 Demonstrate proper tooth brushing techniques.	K – 5
5.5 Demonstrate proper hand washing to prevent the spread of germs.	K – 6
Standard 8: Advocacy	
5.6 Encourage peers to make positive choices for personal health and wellness.	K – 11 [preventing bullying], 23 [physical activity], 28, 30 [being tobacco free]

Grade 1	HealthSmart Grade – Lesson
Strand 1: Nutrition and Physical Activity	
Standard 1: Core Concepts	
1.1 Describe the benefits of eating healthy snacks.	2 – 18
1.2 Describe the benefits of being physically active.	1 – 24, 25
1.3 Describe the health benefits of drinking water, compared to other beverages.	1 – 22
1.4 Classify foods according to the food groups.	Food groups not covered specifically until Grade 4; emphasis is on healthy foods in general.
1.5 Describe how physical activity, rest, and sleep help a person stay healthy.	1 – 8 [sleep], 24, 25 [activity]
Standard 3: Health Behaviors	
1.6 Explain the importance of eating a variety of foods from all of the food groups.	1 – 21 [healthy foods in general]
1.7 Suggest a food from each of the food groups that could be eaten as a healthy snack.	Food groups not covered specifically until Grade 4; emphasis is on healthy foods in general.
Strand 2: Alcohol, Tobacco, and Other Drugs	
Standard 1: Core Concepts	
2.1 Identify household products that are harmful if touched, ingested, or inhaled.	K – 16
2.2 Describe ways that over-the-counter and prescription medicines can be helpful or harmful.	K – 7 2 – 6
2.3 Explain the differences between over-the-counter and prescription medicines and illicit drugs.	2 – 6
2.4 State that all forms of tobacco products contain harmful chemicals, including the drug nicotine.	1 – 26 2 – 23
Standard 2: Access Information	
2.5 Identify trustworthy adults who are sources of accurate information about potentially poisonous household products.	1 – 9 [support for safety in general]
2.6 Apply knowledge of product label warnings to gain accurate information about potentially poisonous household products.	Not covered. K – 16 addresses poisons.
Standard 3: Health Behaviors	
2.7 Apply rules for handling household products and avoiding poisons.	K – 16
2.8 Describe how to safely use medicines.	2 – 6
2.9 Apply strategies to hypothetical situations to avoid exposure to secondhand smoke.	1 – 26
Strand 3: Safety	
Standard 1: Core Concepts	
3.1 Describe fire and burn hazards.	1 – 15

Grade 1 <i>(continued)</i>	HealthSmart Grade – Lesson
Strand 3: Safety <i>(continued)</i>	
3.2 Describe wheeled recreation hazards.	2 – 12 [bike safety]
Standard 2: Access Information	
3.3 Demonstrate the procedure for using 911 to get help in emergencies.	1 – 17
Standard 3: Health Behaviors	
3.4 Apply strategies to prevent fires and burns to hypothetical situations.	1 – 15, 16
3.5 Demonstrate actions to take in a fire emergency.	1 – 16
3.6 Describe situations that are dangerous, destructive, and disturbing and that need to be reported to an adult.	1 – 18, 20
3.7 Practice escaping unsafe situations by getting away, leaving, and telling an adult.	1 – 20
3.8 Apply strategies and rules for safe wheeled recreation, including the proper use of safety gear.	2 – 12 [bike safety]
Strand 4: Social and Emotional Health	
Standard 1: Core Concepts	
4.1 Describe ways family members and friends help each other.	1 – 2
4.2 Explain the role of listening and paying attention in building and maintaining friendships.	1 – 3
Standard 3: Health Behaviors	
4.3 Apply skills to find out how others are feeling.	Can be addressed in 1 – 3 or 1 – 4
4.4 Apply skills to predict the potential feelings of others.	Can be addressed in 1 – 3 or 1 – 4
Standard 6: Decision Making	
4.5 Describe characteristics of people who can help make decisions and solve problems.	1 – 1, 9, 18, 29
4.6 Explain the decision-making and problem-solving steps.	1 – 9 [in relation to safety]
4.7 Apply the steps to making a decision or solving a problem.	1 – 9 [in relation to safety, also K – 20, 2 – 9, 10, 11, 12]
Standard 7: Social Skills	
4.8 Apply effective listening and attending skills.	1 – 3
4.9 Demonstrate giving and accepting a compliment or statement of appreciation.	Can be addressed in 1 – 3
4.10 Apply “please,” “thank you,” “excuse me,” and “I am sorry” to appropriate situations.	Not covered specifically. Could be added to 1 – 1, 2, 3 or 4]
Strand 5: Personal Health and Wellness	
Standard 1: Core Concepts	
5.1 Explain the importance of taking care of teeth.	1 – 6
Standard 3: Health Behaviors	
5.2 Demonstrate proper tooth brushing techniques.	1 – 6
5.3 Demonstrate skills to reduce the spread of germs.	1 – 5 2 – 5

Grade 2	HealthSmart Grade – Lesson
Strand 1: Nutrition and Physical Activity	
Standard 1: Core Concepts	
1.1 Explain the importance of eating a variety of foods from all of the food groups.	Food groups not covered specifically until Grade 4; emphasis is on healthy foods in general.
1.2 Classify foods into the food groups.	Food groups not covered specifically until Grade 4; emphasis is on healthy foods in general.
1.3 Describe the characteristics of combination foods.	Can be addressed in 2 – 17
1.4 Describe the characteristics of foods and beverages that should be limited.	2 – 16, 17
Standard 3: Health Behaviors	
1.5 Provide examples of combination foods.	Can be addressed in 2 – 17
1.6 Provide examples of foods and beverages that should be limited.	2 – 16, 17
1.7 Generate examples of a variety of physical activities that can be enjoyed when in or near the water.	2 – 11 , can also be addressed in 2 – 20
Strand 2: Alcohol, Tobacco, and Other Drugs	
Standard 1: Core Concepts	
2.1 Explain that all forms of tobacco products contain harmful chemicals, including the drug nicotine.	2 – 23
2.2 Describe the impact of using tobacco, including that it is addictive.	2 – 23, 24
2.3 Describe the impact of consuming food or beverages that contain caffeine.	Can be included in 2 – 16
2.4 Describe the impact of using alcohol, including that it changes how a person feels, thinks, and acts.	3 – 25 [Grades K–2 focus on tobacco]
Standard 3: Health Behaviors	
2.5 Suggest alternative foods and beverages that are caffeine free.	Can be included in 2 – 16
2.6 Demonstrate strategies to avoid exposure to secondhand smoke.	2 – 25
Strand 3: Safety	
Standard 1: Core Concepts	
3.1 Describe safety precautions when in or near water.	2 – 11
3.2 Identify appropriate and inappropriate touch.	1 – 20
3.3 Explain that a child is not at fault if someone touches him or her in an inappropriate way.	1 – 20
Standard 2: Access Information	
3.4 Demonstrate how to ask a trusted adult for help.	2 – 4, 15
Standard 3: Health Behaviors	
3.5 Apply wheeled recreation rules.	2 – 12

Grade 2 <i>(continued)</i>	HealthSmart Grade – Lesson
Strand 3: Safety <i>(continued)</i>	
3.6 Demonstrate the use of wheeled recreation safety gear.	2 – 12
3.7 Apply strategies to avoid personally unsafe situations.	1 – 20
3.8 Demonstrate strategies to get away in cases of inappropriate touching or abduction.	1 – 20
Strand 4: Social and Emotional Health	
Standard 1: Core Concepts	
4.1 Describe the characteristics of touch which is caring and important to positive relationships.	1 – 20
4.2 Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.	2 – 3, 4
4.3 Describe situations that may elicit mixed emotions.	2 – 3
Standard 2: Access Information	
4.4 Identify people who can help make decisions and solve problems.	2 – 4, 13, 15, 25, 26
Standard 6: Decision Making	
4.5 Explain the decision making and problem solving steps.	2 – 9, 10, 11, 12, 26
4.6 Demonstrate the ability to make a decision or solve a problem using the steps.	2 – 9, 10, 11, 12, 26
Standard 7: Social Skills	
4.7 Demonstrate ways to show respect for feelings, rights, and property of others.	2 – 2, 3
4.8 Demonstrate effective listening and attending skills.	3 – 3
4.9 Recognize and express appropriately a variety of personal feelings.	2 – 3
4.10 Demonstrate the ability to manage strong feelings, including anger.	2 – 3
Strand 5: Personal Health and Wellness	
Standard 3: Health Behaviors	
5.1 Demonstrate skills throughout the day to reduce the spread of germs.	2 – 5

Grade 3	HealthSmart Grade – Lesson
Strand 1: Nutrition and Physical Activity	
Standard 1: Core Concepts	
1.1 Explain the benefits of healthy eating and being physically active.	3 – 17, 18, 23
1.2 Describe the importance of choosing a variety of ways to be physically active.	3 – 23, 24
Standard 4: Influences	
1.3 Explain strategies used to advertise food and beverage products.	3 – 21
1.4 Analyze how food advertising impacts eating behaviors related to eating when not hungry.	3 – 21
Standard 5: Goal Setting	
1.5 Describe the elements of a physical activity plan.	3 – 24
1.6 Develop a personal plan to be physically active.	3 – 24
Strand 2: Alcohol, Tobacco, and Other Drugs	
Standard 1: Core Concepts	
2.1 Describe the short- and long-term effects of alcohol use, including addiction.	3 – 25
2.2 Describe the short- and long-term effects of using tobacco, including addiction.	3 – 25
Standard 3: Health Behaviors	
2.3 Describe actions that need to be followed to avoid accidental poisoning by household cleaning and paint products.	Not covered
2.4 Describe actions to take in a poison emergency.	Not covered
2.5 Explain rules for safe use of medicines and household products, including those that can be inhaled.	3 – 8
Standard 4: Influences	
2.6 Explain how family and peers can influence choices about using alcohol and other drugs.	3 – 27, 28
2.7 Analyze various strategies used in the media that encourage or discourage tobacco use.	3 – 28
Standard 7: Social Skills	
2.8 Demonstrate verbal and non-verbal ways to refuse alcohol.	3 – 29
2.9 Demonstrate verbal and non-verbal ways to refuse tobacco use.	3 – 29

Grade 3 <i>(continued)</i>	HealthSmart Grade – Lesson
Strand 3: Safety	
Standard 1: Core Concepts	
3.1 Explain why the back seat is the safest place for young people to ride in a vehicle equipped with air bags.	3 – 9, 10, 11
3.2 Explain how booster seats and safety belts help passengers to stay safe.	3 – 10, 11
3.3 Describe characteristics of safe and unsafe places.	3 – 13
Standard 2: Access Information	
3.4 Describe how to access help when feeling threatened.	3 – 15, 16
Standard 3: Health Behaviors	
3.5 Describe safe and unsafe behaviors of occupants in vehicles.	3 – 9, 10, 11
3.6 Demonstrate the proper wearing of a safety belt.	3 – 11 [can be included in presentations]
3.7 Describe dangerous, destructive, and disturbing situations that need to be reported to an adult.	3 – 15, 16
3.8 Analyze environments to determine whether they are safe places.	3 – 13
Standard 4: Influences	
3.9 Analyze how one can influence safety belt and booster seat use of others.	3 – 11
Strand 4: Social and Emotional Health	
Standard 1: Core Concepts	
4.1 Explain the benefits of positive friendships.	3 – 4
4.2 Describe the characteristics of positive role models.	3 – 1
4.3 Recognize that each person has unique talents and skills.	3 – 5
Standard 3: Health Behaviors	
4.4 Describe ways people help each other.	3 – 3, 4, 5
4.5 Describe a unique talent or skill of oneself and one other person.	3 – 5
4.6 Explain ways to show acceptance of differences.	3 – 5
Standard 4: Influences	
4.7 Analyze how friends influence others' behavior and well-being.	3 – 4, 21, 27, 28
Standard 7: Social Skills	
4.8 Demonstrate ways to express appreciation.	3 – 5
4.9 Demonstrate strategies for keeping positive friends.	3 – 4
4.10 Demonstrate how to confront annoying behavior.	3 – 29 [peer pressure to use tobacco/alcohol] 4 – 14, 15 [conflict resolution]
Standard 8: Advocacy	
4.11 Demonstrate the ability to support and respect people with differences.	3 – 5

Grade 3 <i>(continued)</i>	HealthSmart Grade – Lesson
Strand 5: Personal Health and Wellness	
Standard 1: Core Concepts	
5.1 Explain the physical, emotional, and social importance of keeping the body clean.	3 – 6, 7 [context of avoiding germs] 4 – 7, 9 [context of personal hygiene]
Standard 3: Health Behaviors	
5.2 Describe strategies to keep the body clean.	3 – 6, 7 [context of avoiding germs] 4 – 7, 9 [context of personal hygiene]
Standard 5: Goal Setting	
5.3 Develop a plan to keep the body clean.	4 – 9 [context of personal hygiene]

Grade 4	HealthSmart Grade – Lesson
Strand 1: Nutrition and Physical Activity	
Standard 1: Core Concepts	
1.1 Describe the food groups, including recommended portions to eat from each group.	4 – 16, 17
1.2 Analyze the relationship of physical activity, rest, and sleep.	4 – 7 [sleep], 18 [activity]
1.3 Explain why some food groups have a greater number of recommended portions than other food groups.	4 – 17
1.4 Associate recommended food portions to the sizes of common items.	Could be included in 4 – 17
1.5 Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.	Could be included in 4 – 17
Standard 3: Health Behaviors	
1.6 Assess one’s ability to include physical activity, rest, and sleep in one’s daily routine.	4 – 9, 19
1.7 Describe strategies people use to consume the recommended portions of food to meet their individual nutrient needs.	4 – 19
Standard 4: Influences	
1.8 Analyze examples of food advertising.	3 – 21
Standard 5: Goal Setting	
1.9 Develop a one-day plan for eating the recommended portions of food from each food group.	4 – 19
Strand 2: Alcohol, Tobacco, and Other Drugs	
Standard 1: Core Concepts	
2.1 Describe the short- and long-term physical effects of being exposed to tobacco smoke.	4 – 20
2.2 Analyze possible reasons why individuals choose to use or to not use alcohol.	4 – 21
2.3 Explain the positive outcomes of not using alcohol.	4 – 20, 24
Standard 3: Health Behaviors	
2.4 Demonstrate the ability to avoid exposure to secondhand smoke.	4 – 20, 24
Standard 4: Influences	
2.5 Explain how family and peers can influence decisions about using alcohol and other drugs.	4 – 21
2.6 Explain how decisions about alcohol use will impact relationships with friends and family.	4 – 20, 22
2.7 Analyze various strategies used in the media that encourage and discourage the use of alcohol and tobacco.	4 – 21
Standard 7: Social Skills	
2.8 Demonstrate verbal and non-verbal ways to refuse alcohol.	4 – 22, 23

Grade 4 <i>(continued)</i>	HealthSmart Grade – Lesson
Strand 3: Safety	
Standard 1: Core Concepts	
3.1 Describe safety hazards, including those related to fire, dangerous objects, and weapons, being home alone, and using the Internet.	4 – 11, 12
3.2 Explain the importance of respecting personal space and boundaries.	4 – 13 [in context of dares]
3.3 Describe the characteristics of appropriate and inappropriate touch.	3 – 16
3.4 Explain that a child is not at fault if someone touches him or her in an inappropriate way.	3 – 16
Standard 2: Access Information	
3.5 Demonstrate how to ask a trusted adult for help.	4 – 6, 15, 27
3.6 Demonstrate how to access emergency services, such as calling “911,” including what to say when accessing such services.	Covered in earlier grades
Standard 3: Health Behaviors	
3.7 Apply strategies to prevent fires and burns.	4 – 11, 12
3.8 Develop and practice a home fire escape plan.	Can be included in 4 – 12
3.9 Apply strategies to stay safe and prevent injury when home alone.	4 – 11, 12
3.10 Explain a rule and demonstrate actions to use when dangerous objects or weapons are present.	4 – 11, 12
3.11 Apply strategies to stay safe when using the Internet.	4 – 11, 12
3.12 Apply strategies to avoid personally unsafe situations.	4 – 11, 12, 13, 14
3.13 Demonstrate strategies to get away in cases of inappropriate touching or abduction.	3 – 16
Standard 4: Influences	
3.14 Analyze how one influences the safety of others when adult supervision is not present.	4 – 13 [in context of dares]
Strand 4: Social and Emotional Health	
Standard 1: Core Concepts	
4.1 Describe the effect of teasing and bullying on others.*	5 – 8
Standard 2: Access Information	
4.2 Describe the characteristics of people who can help make decisions and solve problems.	4 – 6, 14, 27
Standard 3: Health Behaviors	
4.3 Apply the use of positive self-talk to manage feelings.	4 – 5
4.4 Describe strategies to manage strong feelings, including anger.	4 – 5, 6

* Grade 4 focuses on injury prevention; Grade 5 on violence prevention.

Grade 4 <i>(continued)</i>	HealthSmart Grade – Lesson
Strand 4: Social and Emotional Health <i>(continued)</i>	
Standard 6: Decision Making	
4.5 Explain the decision making and problem solving steps.	4 – 28
4.6 Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.	4 – 28
Standard 7: Social Skills	
4.7 Describe characteristics and steps of conflict resolution.	4 – 14, 15
4.8 Apply the steps of conflict resolution.	4 – 14, 15
4.9 Demonstrate non-violent conflict resolution strategies.	4 – 15
4.10 Explain what to do if you or someone else is being teased or bullied.*	5 – 9
4.11 Express intentions to stop bullying as a bystander, perpetrator, or victim.*	5 – 9
4.12 Demonstrate the ability to confront bullying and teasing.*	5 – 9
Strand 5: Personal Health and Wellness	
Standard 3: Health Behaviors	
5.1 Demonstrate skills throughout the day to reduce the spread of germs.	4 – 9 [if selected as the personal health goal]
Strand 6: HIV Prevention	
Standard 1: Core Concepts	
6.1 Define HIV and AIDS.	5 – Supplemental Lesson
6.2 Explain that it is safe to be a friend of someone who is living with HIV or AIDS.	5 – Supplemental Lesson
6.3 Explain how HIV is and is not transmitted.	5 – Supplemental Lesson
Standard 3: Health Behaviors	
6.4 Describe how people can protect themselves from infection with serious blood-borne communicable diseases, including not touching blood and not touching used needles.	5 – Supplemental Lesson
Strand 7: Growth and Development	
Standard 1: Core Concepts	
7.1 Explain that puberty and development can vary considerably and still be normal.	4 – 26
7.2 Identify personal hygiene practices and health/safety issues during puberty (e.g., showering, deodorant, use of sanitary products, and athletic supporters).	4 – 25, 26
7.3 Describe social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).	4 – 25, 26
7.4 Describe emotional changes during puberty (e.g., mood shifts).	4 – 25, 26
7.5 Describe physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).	4 – 25, 26

* Grade 4 focuses on injury prevention; Grade 5 on violence prevention.

Grade 4 <i>(continued)</i>	HealthSmart Grade – Lesson
Strand 7: Growth and Development <i>(continued)</i>	
Standard 2: Access Information	
7.6 Identify potential resources (e.g., parents, teacher, and other trusted adults) that can provide accurate information about puberty.	4 – 27
Standard 3: Health Behaviors	
7.7 Develop plans to maintain personal hygiene during puberty.	4 – 9 [if selected as the personal health goal]

Grade 5	HealthSmart Grade – Lesson
Strand 1: Nutrition and Physical Activity	
Standard 1: Core Concepts	
1.1 Describe the essential nutrients the body needs to stay healthy.	Specific nutrients discussed in Middle School NPA–1. Can be added to 5 – 16
1.2 Describe guidelines to follow for healthy eating.	5 – 16
1.3 Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.	Not covered
1.4 Explain the importance of choosing water rather than other beverages for the purpose of keeping the body hydrated.	5 – 19 [Can also be added to 5 – 16 or 5 – 20]
Standard 2: Access Information	
1.5 Interpret information provided on food labels.	5 – 18
Standard 3: Health Behaviors	
1.6 Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.	5 – 18
1.7 Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods	5 – 19
Strand 2: Alcohol, Tobacco, and Other Drugs	
Standard 1: Core Concepts	
2.1 Describe poison safety rules for household products.	Covered in earlier grades.
2.2 Describe the short- and long- term physical effects of using tobacco and inhalants.*	4 – 20
2.3 Describe health benefits of abstaining from or stopping tobacco use.*	4 – 20
2.4 Recognize that it is hard to stop using tobacco.*	4 – 20
2.5 Compute the economic cost of tobacco use.	Not covered
2.6 Explain school policies and community laws related to the sale and use of tobacco products.	Covered in Middle School TAOD–12.
2.7 Describe how use of alcohol and other drugs impairs safe driving.	Covered in Middle School VIP–2.
Standard 3: Health Behaviors	
2.8 Apply effective strategies to avoid exposure to inhalants.	Not covered
2.9 Apply strategies to avoid riding with an impaired driver.	5 – 31
Standard 4: Influences	
2.10 Analyze the accuracy of information conveyed in the media about tobacco use.	Covered in Middle School TAOD–13.
2.11 Explain how decisions about alcohol and tobacco use will impact relationships with friends and family.*	5 – 24, 25, 26 [alcohol use] 4 – 20, 22 [tobacco and alcohol use]
2.12 Analyze how families and peers may influence choices about using tobacco and inhalants.*	5 – 25, 26 [influences on alcohol use] 4 – 21 [influences on tobacco and alcohol use]

*Grade 5 focuses on alcohol. Grades 3 and 4 cover both alcohol and tobacco. Inhalants not specifically covered.

Grade 5 <i>(continued)</i>	HealthSmart Grade – Lesson
Strand 2: Alcohol, Tobacco, and Other Drugs <i>(continued)</i>	
Standard 6: Decision Making	
2.13 Analyze the positive and negative choices one can make about using tobacco and alcohol.	5 – 29 [alcohol use]
Standard 7: Social Skills	
2.14 Demonstrate verbal and non-verbal ways to refuse tobacco, alcohol, inhalant, and other drug use.	5 – 28 [alcohol use]
Strand 3: Safety	
Standard 1: Core Concepts	
3.1 Explain the importance of respecting personal space and boundaries.	5 – 2, 7, 12
3.2 Describe the characteristics of appropriate and inappropriate touch.	3 – 16
3.3 Explain that a child is not at fault if someone touches him or her in an inappropriate way.	3 – 16
3.4 Describe hazards related to sun, water, and ice.	4 – 11, 12
Standard 2: Access Information	
3.5 Demonstrate how to ask a trusted adult for help.	5 – 13, 31
Standard 3: Health Behaviors	
3.6 Analyze situations to predict safety hazards when home alone and in public places.*	4 – 11, 12
3.7 Apply strategies to avoid personally unsafe situations.	5 – 9, 12 [related to violence risks, e.g., bullying, fights] 4 – 12 [related to safety risks]
3.8 Apply strategies to be safe in the sun and when around water and ice.	4 – 11, 12
Standard 5: Goal Setting	
3.9 Develop plans to stay safe when home alone and in public places.	4 – 12
Standard 7: Social Skills	
3.10 Demonstrate strategies to get away in cases of inappropriate touching or abduction.	3 – 16
Strand 4: Social and Emotional Health	
Standard 1: Core Concepts	
4.1 Describe the harmful impact of harassing behaviors to both the perpetrator and the victim.	5 – 7, 8, 11
Standard 2: Access Information	
4.2 Describe how to get help from an adult when someone is in danger of hurting self or others.	5 – 13
Standard 3: Health Behaviors	
4.3 Demonstrate strategies to manage strong feelings.	4 – 5
4.4 Predict situations that might lead to trouble, including violence.	5 – 7, 10, 13

* Grade 4 focuses on injury prevention; Grade 5 on violence prevention.

Grade 5 <i>(continued)</i>	HealthSmart Grade – Lesson
Strand 4: Social and Emotional Health <i>(continued)</i>	
4.5 Demonstrate strategies to avoid situations that might lead to trouble.	5 – 9, 12, 13
4.6 Demonstrate the ability to manage harassment, including getting help from a trusted adult.	5 – 9, 12
Standard 5: Goal Setting	
4.7 Set a personal goal and plan the steps necessary to achieve the goal.	5 – 22, 23
Standard 6: Decision Making	
4.8 Describe the characteristics of people who can help make decisions and solve problems.	5 – 1, 31, 38
4.9 Explain the decision-making and problem-solving steps.	5 – 29
4.10 Demonstrate making a decision or solving a problem using criteria to evaluate solutions.	5 – 29
Standard 7: Social Skills	
4.11 Demonstrate effective listening strategies.	5 – 3
4.12 Demonstrate how to communicate assertively.	5 – 3, 28
4.13 Apply the steps of conflict resolution to a real or hypothetical situation.	4 – 14, 15
Standard 8: Advocacy	
4.14 Advocate for a caring school environment.	5 – 15
Strand 5: Personal Health and Wellness	
Standard 1: Core Concepts	
5.1 Analyze the physical, emotional, mental, and social importance of keeping the body clean.	5 – 6, 33
Standard 4: Influences	
5.2 Analyze media influences related to hygiene products.	Not covered
Standard 5: Goal Setting	
5.3 Develop a plan to keep the body clean.	4 – 9 [if selected as the personal health goal] Can be included in 5 – 33, 34 or 35.
Strand 6: HIV Prevention	
Standard 1: Core Concepts	
6.1 Define HIV and AIDS.	5 – Supplemental Lesson
6.2 Explain that it is safe to be a friend of someone who is living with HIV or AIDS.	5 – Supplemental Lesson
6.3 Describe how HIV is and is not transmitted.	5 – Supplemental Lesson
Standard 3: Health Behaviors	
6.4 Describe ways people can protect themselves from infection with serious blood-borne communicable diseases, including not touching blood, not touching used needles, and not having sex.	5 – Supplemental Lesson

Grade 5 <i>(continued)</i>	HealthSmart Grade – Lesson
Strand 7: Growth and Development	
Standard 1: Core Concepts	
7.1 Explain that males and females develop at different rates, and there are wide variations within each sex.	5 – 34, 35
7.2 Explain social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).	5 – 32, 33
7.3 Describe emotional changes during puberty (e.g., mood shifts).	5 – 32, 33
7.4 Explain physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).	5 – 33, 34, 35
7.5 Define and identify basic male and female reproductive anatomy using scientific names.	5 – 34, 35
7.6 Define the functions of sperm and egg cells in human reproduction.	Covered in Middle School ABST–5, 6
7.7 Describe how sperm cells are produced.	Covered in Middle School ABST–6
7.8 Describe the menstrual cycle and its potential for human reproduction.	Covered in Middle School ABST–8
7.9 Describe the functions of basic male and female reproductive anatomy.	5 – 34, 35
Standard 2: Access Information	
7.10 Describe criteria to determine whether resources provide accurate information about puberty; and apply these criteria to identify valid resources.	5 – 38
Standard 3: Health Behaviors	
7.11 Explain how culture, media, and others influence what one thinks about oneself and relationships.	5 – 2