

***HealthSmart* Alignment with  
Nevada Academic Content Standards  
(NVACS) for Health**

**Grades K–5**

**Note:** Main grade level alignment is noted first. Some topics may be covered at previous or subsequent grade levels.

Grade K	<i>HealthSmart</i> (Grade – Lesson)
<b>Content Standard 1: Core Concepts</b>	
<b>Personal, Community, and Environmental Health</b>	
1.PCE.K.1 Identify a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.	<b>K – 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 29, 30</b>
1.PCE.K.2 Define pathogens.	<b>K – 6 (germs)</b>
1.PCE.K.3 Identify traits that make a person or community unique.	<b>K – 1</b>
1.PCE.K.4 Identify your family structure.	<b>1 – 2</b>
<b>Mental and Emotional Health</b>	
1.ME.K.1 Identify different emotions.	<b>K – 2</b>
1.ME.K.2 List ways a person shows emotions.	<b>K – 2</b>
<b>Nutrition and Physical Activity</b>	
1.NP.K.1 Explain why the body needs food and water.	<b>K – 21, 23</b>
1.NP.K.2 Describe physical activity.	<b>K – 24</b>
<b>Substance Use and Abuse</b>	
1.SUA.K.1 Define medication and ways they can be helpful or harmful.	<b>K – 7, 9</b>
1.SUA.K.2 Identify alcohol, tobacco, marijuana and other drugs and ways they can be harmful.	<b>K – 26 (tobacco)</b>
<b>Safety Practices, Injury Prevention and CPR/AED</b>	
1.SIC.K.1 List emergency contacts and safety rules for preventing injury at home, school, and community.	<b>K – 10, 11, 12, 13, 14, 15, 16, 17, 18</b>
<b>Personal Safety</b>	
1.PS.K.1 Define personal space	<b>1 – 20</b>
1.PS.K.2 Define abuse.	<b>1 – 20</b>
1.PS.K.3 Define safe/trusted adult.	<b>K – 3, 10</b>
1.PS.K.4 List ways to avoid becoming separated from parent, guardian, or caregiver.	Not covered specifically; would fit in <b>K – 10</b>
<b>Human Reproductive System, HIV/AIDS, Related Communicable Diseases, &amp; Sexual Responsibility</b>	
No standard for Grade K in this strand.	

<b>Grade K (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Content Standard 2: Analyze Influences</b>	
2.AF.K.1 Identify various sources that influence health behaviors.	<b>K – 3, 7, 8, 10, 11</b>
<b>Content Standard 3: Access Information</b>	
3.AI.K.1 Identify safe/trusted adults and professionals who can help promote health.	<b>K – 3, 7, 8, 9, 10, 11, 18, 22</b>
<b>Content Standard 4: Interpersonal Communication</b>	
4.IC.K.1 Name healthy ways to express needs, wants, and feelings to enhance health and to avoid or reduce health risks.	<b>K – 2</b>
4.IC.K.2 Define refusal skills.	<b>K – 10, 11, 18, 29</b>
<b>Content Standard 5: Decision Making</b>	
5.DM.K.1 Identify healthy and unhealthy situations.	<b>K – 20, 21, 28</b>
5.DM.K.2 Identify individuals that can aid in healthy decision making.	<b>K – 20</b>
<b>Content Standard 6: Goal Setting</b>	
6.GS.K.1 Define goal.	<b>K – 5, 6, 23, 25</b>
<b>Content Standard 7: Self-Management</b>	
7.SM.K.1 Identify personal health behaviors.	<b>K – 1, 5, 6</b>
7.SM.K.2 Identify behaviors to avoid or reduce health risks.	<b>K – 2, 13, 14, 15, 16, 17, 19, 29</b>
<b>Content Standard 8: Advocacy</b>	
8.AV.K.1 List ways to encourage peers to make positive health choices.	<b>K – 11, 25, 28, 30</b>

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Grade 1	HealthSmart (Grade – Lesson)
<b>Content Standard 1: Core Concepts</b>	
<b>Personal, Community, and Environmental Health</b>	
1.PCE.1.1 Describe a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.	<b>1 – 1, 2, 3, 4, 5, 6, 7, 8, 18, 21, 22, 23, 24, 25, 26, 27</b>
1.PCE.1.2 Describe how pathogens can cause disease.	<b>1 – 5</b>
1.PCE.1.3 Describe the importance of accepting self and others.	<b>1 – 1, 3</b>
1.PCE.1.4 List different kinds of family structures.	<b>1 – 2</b>
<b>Mental and Emotional Health</b>	
1.ME.1.1 Recognize the relationship between emotions and actions.	<b>1 – 4</b>
1.ME.1.2 Demonstrate how to express emotions in healthy ways.	<b>1 – 4</b>
<b>Nutrition and Physical Activity</b>	
1.NP.1.1 Identify the food groups.	Food groups are not covered until Grade 4 with MyPlate. Grade 1 focuses on eating breakfast and drinking water.
1.NP.1.2 Explain why the body needs daily physical activity.	<b>1 – 24, 25</b>
<b>Substance Use and Abuse</b>	
1.SUA.1.1 Identify different types of medications.	<b>K – 7 2 – 6</b>
1.SUA.1.2 Identify the effects of alcohol, tobacco, marijuana, and other drugs have on the body.	<b>1 – 26 (tobacco)</b>
<b>Safety Practices, Injury Prevention and CPR/AED</b>	
1.SIC.1.1 Memorize emergency contacts and safety rules for preventing injury at home, school, and community.	<b>1 – 10, 11, 12, 13, 14, 15, 16, 17, 19</b>
<b>Personal Safety</b>	
1.PS.1.1 Recognize safe personal space of self and others.	<b>1 – 11, 20</b>
1.PS.1.2 List abusive behaviors and actions including various hazards and dangers particular to children and ways to get help.	<b>1 – 20</b>
1.PS.1.3 List examples of unsafe situations that impact children and ways to report to a safe/trusted adult.	<b>1 – 20</b>
1.PS.1.4 Recall steps to take if separated or lost from a parent, guardian, or caregiver.	Could be covered in <b>1 – 11</b> , but not specifically addressed

<b>Grade 1 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Human Reproductive System, HIV/AIDS, Related Communicable Diseases, &amp; Sexual Responsibility</b>	
No standard for Grade 1 in this strand.	
<b>Content Standard 2: Analyze Influences</b>	
2.AF.1.1 Recognize various sources that influence health behaviors	<b>1 – 2, 13, 14, 16, 18, 27, 29</b>
<b>Content Standard 3: Access Information</b>	
3.AI.1.1 Identify ways to locate school and community health helpers.	<b>1 – 17</b>
<b>Content Standard 4: Interpersonal Communication</b>	
4.IC.1.1 Discuss healthy ways to express needs, wants, and feelings to enhance health and to avoid or reduce health risks.	<b>1 – 4, 20, 29</b>
4.IC.1.2 Identify refusal skills.	<b>1 – 18, 20</b>
<b>Content Standard 5: Decision Making</b>	
5.DM.1.1 Recognize decisions regarding healthy and unhealthy situations.	<b>K – 20 2 – 9, 10, 11, 12, 26</b>
5.DM.1.2 Identify situations when a health-related decision is needed.	<b>K – 20 2 – 9, 10, 11, 12, 26</b>
<b>Content Standard 6: Goal Setting</b>	
6.GS.1.1 Identify a short-term health goal.	<b>1 – 8, 23</b>
<b>Content Standard 7: Self-Management</b>	
7.SM.1.1 Classify behaviors as healthy or unhealthy.	<b>1 – 4, 8, 10, 12, 13, 14, 15, 16, 18, 21, 25, 26</b>
7.SM.1.2 Explain behaviors to avoid or reduce health risks.	<b>1 – 7, 10, 12, 16, 17</b>
<b>Content Standard 8: Advocacy</b>	
8.AV.1.1 Identify ways to encourage peers to make positive health choices.	<b>1 – 3, 12, 19, 22, 28</b>

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Grade 2	HealthSmart (Grade – Lesson)
<b>Content Standard 1: Core Concepts</b>	
<b>Personal, Community, and Environmental Health</b>	
1.PCE.2.1 Explain a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.	<b>2 – 4, 5, 6, 7, 8, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26</b>
1.PCE.2.2 Define communicable and noncommunicable diseases.	<b>2 – 5 (communicable only)</b>
1.PCE.2.3 Recognize similarities and differences between individuals and communities.	<b>2 – 2</b>
1.PCE.2.4 Identify different kinds of family structures.	<b>2 – 1</b>
<b>Mental and Emotional Health</b>	
1.ME.2.1 Describe how the body responds to emotions physically and behaviorally.	<b>2 – 3</b>
1.ME.2.2 Describe how the expression of emotions can influence actions.	<b>2 – 3</b>
<b>Nutrition and Physical Activity</b>	
1.NP.2.1 Describe how each food group contributes to a healthy body.	Food groups are not covered until Grade 4 with MyPlate. Grade 2 focuses on drinking water, eating breakfast and choosing fruits/vegetables for snacks.
1.NP.2.2 Identify types of physical activity and their health benefits.	<b>2 – 20</b>
<b>Substance Use and Abuse</b>	
1.SUA.2.1 Explain the differences between over-the-counter and prescription medications.	<b>2 – 6</b>
1.SUA.2.2 Describe the effects of alcohol, tobacco, marijuana, and other drugs have on the body.	<b>2 – 23, 24 (tobacco)</b>
<b>Safety Practices, Injury Prevention and CPR/AED</b>	
1.SIC.2.1 Recognize the importance of knowing your emergency contacts and when it is appropriate to use them in order to prevent injury.	Not covered; could be incorporated in <b>2 – 13</b> when setting a safety goal
<b>Personal Safety</b>	
1.PS.2.1 Describe safe personal space of self and others.	<b>1 – 20</b>
1.PS.2.2 Recognize abusive behaviors and actions including various hazards and dangers particular to children and ways to get help.	<b>1 – 20</b>
1.PS.2.3 Recognize when to report an unsafe situation to a safe/trusted adult.	<b>2 – 14, 15 1 – 20</b>

<b>Grade 2 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
1.PS.2.4 Identify various steps to take if separated or lost from a parent, guardian, or caregiver.	Not covered; could be incorporated into any of the safety lessons <b>2 – 9, 10, 11, 12, 13</b>
<b>Human Reproductive System, HIV/AIDS, Related Communicable Diseases, &amp; Sexual Responsibility</b>	
No standard for Grade 2 in this strand.	
<b>Content Standard 2: Analyze Influences</b>	
2.AF.2.1 Discuss sources of family, peers, culture, media technology and other factors that influence health behaviors.	<b>2 – 1, 4, 14, 25</b>
<b>Content Standard 3: Access Information</b>	
3.AI.2.1 Identify safe/trusted adults in the school and community who can assist with accessing reliable health information, products, and services.	<b>2 – 4, 6, 14, 25</b>
<b>Content Standard 4: Interpersonal Communication</b>	
4.IC.2.1 Demonstrate healthy ways to express needs, wants and feelings to enhance health and to avoid or reduce health risks.	<b>2 – 4</b>
4.IC.2.2 Identify different types of refusal skills to enhance health.	<b>2 – 15</b>
<b>Content Standard 5: Decision Making</b>	
5.DM.2.1 Describe decisions regarding healthy and unhealthy situations.	<b>2 – 9, 10, 11, 12, 26</b>
5.DM.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	<b>2 – 9, 10, 11, 12, 26</b>
<b>Content Standard 6: Goal Setting</b>	
6.GS.2.1 Identify a short-term health goal and take action toward achieving the goal.	<b>2 – 13, 19, 21</b>
6.GS.2.2 Identify who can help when assistance is needed to achieve a health goal.	<b>2 – 13, 19, 21</b>
<b>Content Standard 7: Self-Management</b>	
7.SM.2.1 Describe a variety of healthy practices and behaviors to maintain or improve personal health.	<b>2 – 5, 22, 26</b>
7.SM.2.2 Demonstrate behaviors that avoid or reduce health risks.	<b>2 – 3</b>
<b>Content Standard 8: Advocacy</b>	
8.AV.2.1 Encourage peers to make positive health choices.	<b>2 – 8, 15, 16, 23, 26</b>

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Grade 3	HealthSmart (Grade – Lesson)
<b>Content Standard 1: Core Concepts</b>	
<b>Personal, Community, and Environmental Health</b>	
1.PCE.3.1 Compare a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.	<b>3 – 1, 2, 3, 4, 5, 6, 7, 8, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28</b>
1.PCE.3.2 Classify communicable and noncommunicable diseases.	<b>3 – 6</b>
1.PCE.3.3 Summarize the importance of treating individuals and communities with respect.	<b>3 – 5</b>
1.PCE.3.4 Describe different kinds of family structures.	<b>3 – 3</b>
1.PCE.3.5 Define genetics and its relationship to family history and personal health.	Not covered
<b>Mental and Emotional Health</b>	
1.ME.3.1 Define stress, eustress, and distress.	<b>4 – 1, 2, 3</b>
1.ME.3.2 Identify how a person expresses stress.	<b>4 – 1, 2, 3</b>
<b>Nutrition and Physical Activity</b>	
1.NP.3.1 List the six essential nutrients and the sources of each.*	<b>3 – 17 4 – 17</b>
1.NP.3.2 Understand the daily recommendations of physical activity.	<b>3 – 23</b>
*Information about specific nutrients is covered in Middle School. At the upper elementary level, the focus is on making healthy food choices, following basic nutrition guidelines, understanding food groups and portion sizes.	
<b>Substance Use and Abuse</b>	
1.SUA.3.1 Identify the purpose of over-the-counter and prescription medications.	<b>3 – 8</b>
1.SUA.3.2 Discuss ways alcohol, tobacco, marijuana, and other drugs can harm an individual’s physical, mental, and social health.	<b>3 – 25 (tobacco, alcohol)</b>
<b>Safety Practices, Injury Prevention and CPR/AED</b>	
1.SIC.3.1 Identify ways to prevent injuries at home, at school, and in the community	<b>3 – 9, 10, 11</b>
<b>Personal Safety</b>	
1.PS.3.1 Explain a person’s right to feel comfortable, safe, and respected.	<b>3 – 16</b>
1.PS.3.2 Describe abusive behaviors and actions and ways to get help.	<b>3 – 16</b>
1.PS.3.3 Identify the steps to report an unsafe situation to a safe/trusted adult when you or someone else needs help.	<b>3 – 16</b>



<b>Grade 3 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
1.PS.3.4 Explain various steps to take if separated or lost from a parent, guardian, or caregiver.	Not covered
1.PS.3.6 Identify the advantages and disadvantages of communicating using technology and social media.	<b>3 – 14</b> (context of cyberbullying) Could also added to <b>3 – 4</b> around communicating with friends
<b>Human Reproductive System, HIV/AIDS, Related Communicable Diseases, &amp; Sexual Responsibility</b>	
1.HRS.3.1 Identify the functions of the major body parts using correct anatomical terms.	Not covered
<b>Content Standard 2: Analyze Influences</b>	
2.AF.3.1 Explain healthy and unhealthy ways family, peers, culture, media technology and other factors influence health behaviors.	<b>3 – 3, 4, 21, 27, 28</b>
<b>Content Standard 3: Access Information</b>	
3.AI.3.1 Identify characteristics of reliable health information, products, and services.	<b>3 – 1</b>
<b>Content Standard 4: Interpersonal Communication</b>	
4.IC.3.1 Practice appropriate verbal and nonverbal communication to enhance health and to avoid or reduce health risks.	<b>3 – 4</b>
4.IC.3.2 Determine which refusal skills to use to avoid or reduce health risks.	<b>3 – 29</b>
<b>Content Standard 5: Decision Making</b>	
5.DM.3.1 Identify the steps of the decision-making process as related to a health issue.	<b>3 – 13, 26</b>
5.DM.3.2 Determine how health-related decisions have consequences for self and others.	<b>3 – 13, 26</b>
<b>Content Standard 6: Goal Setting</b>	
6.GS.3.1 Differentiate between short- and long-term health goals.	Not covered
6.GS.3.2 Describe how a person can help when assistance is needed to achieve a health goal.	<b>3 – 12, 22, 24</b>
<b>Content Standard 7: Self-Management</b>	
7.SM.3.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.	<b>3 – 4, 18, 22, 24</b>
7.SM.3.2 Describe a variety of behaviors to avoid or reduce health risks.	<b>3 – 6, 12, 16, 29</b>
<b>Content Standard 8: Advocacy</b>	
8.AV.3.1 Demonstrate advocacy for self to make positive health choices.	<b>3 – 7, 11, 15, 29</b>

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Grade 4	HealthSmart (Grade – Lesson)
<b>Content Standard 1: Core Concepts</b>	
<b>Personal, Community, and Environmental Health</b>	
1.PCE.4.1 Compare and contrast a variety of healthy practices and behaviors that maintain or improve personal, community, and environmental health.	4 – 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 25, 26, 28
1.PCE.4.2 Differentiate between communicable and noncommunicable diseases.	3 – 6, 7 5 – 6
1.PCE.4.3 Assess the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health.	4 – 25, 26
1.PCE.4.4 Describe how individuals interact within family structures.	3 – 3
1.PCE.4.5 Examine genetics and its relationship to family history and personal health.	Not covered
<b>Mental and Emotional Health</b>	
1.ME.4.1 Identify physical and psychological responses to stressors.	4 – 1, 2, 3
1.ME.4.2 Recognize how expression of emotions can vary across individuals and situations.	4 – 4, 5, 6
<b>Nutrition and Physical Activity</b>	
1.NP.4.1 Identify how each nutrient contributes to a healthy body.	4 – 17
1.NP.4.2 Recognize the mental, social, and physical benefits of physical activity.	4 – 18
<b>Substance Use and Abuse</b>	
1.SUA.4.1 Summarize why people use over-the-counter and prescription medications in relation to health promotion and disease prevention.	3 – 8
1.SUA.4.2 Relate the positive and negative factors that influence a person’s physical, social and emotional health when using alcohol, tobacco, marijuana, and other drugs.	4 – 27, 28
<b>Safety Practices, Injury Prevention and CPR/AED</b>	
1.SIC.4.1 Categorize safe and unsafe situations at home, school, and in the community.	4 – 9, 10, 11
<b>Personal Safety</b>	
1.PS.4.1 Describe ways personal space of self and others can be violated.	3 – 16
1.PS.4.2 Categorize various forms of abuse and ways to get help.	3 – 16
1.PS.4.3 Describe how to report to a safe/trusted adult when you or someone else needs help.	3 – 16

<b>Grade 4 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
1.PS.4.4 Investigate the hazards and dangers of becoming separated or lost from a parent, guardian, or caregiver.	Not covered
1.PS.4.6 Categorize the advantages and disadvantages of communicating using technology and social media.	<b>3 – 14</b> (context of cyberbullying) <b>5 – 7, 8</b> (context of cyberbullying)
<b>Human Reproductive System, HIV/AIDS, Related Communicable Diseases, &amp; Sexual Responsibility</b>	
1.HRS.4.1 Identify the body parts of the human reproductive systems using correct anatomical terms.	<b>5 – 34, 35</b>
1.HRS.4.3 Explain that all living things reproduce.	Can be introduced in <b>4 – 26</b> , and/or included in <b>5 – 34, 35</b>
<b>Content Standard 2: Analyze Influences</b>	
2.AF.4.1 Compare how various sources of family, peers, culture, media technology and any other factors influence health behaviors	<b>4 – 13, 21</b>
<b>Content Standard 3: Access Information</b>	
3.AI.4.1 Locate home, school, and community resources that provide reliable health information, products, and services.	<b>4 – 6, 20, 27</b>
<b>Content Standard 4: Interpersonal Communication</b>	
4.IC.4.1 Interpret verbal and nonverbal communication skills to enhance health and to avoid or reduce health risks.	<b>4 – 14, 15</b>
4.IC.4.2 Demonstrate refusal skills to avoid or reduce health risks.	<b>4 – 13, 22, 23</b>
<b>Content Standard 5: Decision Making</b>	
5.DM.4.1 Apply the steps of the decision-making process to an identified health-related situation to avoid or reduce health risks.	<b>4 – 14, 28</b>
5.DM.4.2 Predict the potential outcomes of health-related decisions for self and others.	<b>4 – 28</b>
<b>Content Standard 6: Goal Setting</b>	
6.GS.4.1 Formulate short- and long-term health goals.	<b>4 – 9, 19</b>
6.GS.4.2 Identify resources to assist in achieving a health goal.	<b>4 – 9, 19</b>
<b>Content Standard 7: Self-Management</b>	
7.SM.4.1 Develop a variety of healthy practices and behaviors to maintain or improve personal health.	<b>4 – 9, 19</b>
7.SM.4.2 Develop a variety of behaviors to avoid or reduce health risks.	<b>4 – 3, 5, 13, 15, 23</b>
<b>Content Standard 8: Advocacy</b>	
8.AV.4.1 Demonstrate advocacy for family members to make positive health choices.	<b>4 – 20, 24, 26</b>

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Grade 5	HealthSmart (Grade – Lesson)
<b>Content Standard 1: Core Concepts</b>	
<b>Personal, Community, and Environmental Health</b>	
1.PCE.5.1 Examine the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.	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
1.PCE.5.2 Examine the impact of communicable and noncommunicable diseases.	5 – 5, 6
1.PCE.5.3 Investigate the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health.	5 – 32, 33, 36
1.PCE.5.4 Examine how individuals interact within family structures and the community.	5 – 2, 3
1.PCE.5.5 Analyze the impact genetics and family history have on personal health.	Could be addressed in 5 – 5, in the context of chronic disease
<b>Mental and Emotional Health</b>	
1.ME.5.1 Compare the causes, symptoms, and effects among stress, anxiety, sadness, and depression.	5 – 13
1.ME.5.2 Relate how the expression of emotions can be triggered by a crisis or a trauma situation.	5 – 13
<b>Nutrition and Physical Activity</b>	
1.NP.5.1 Examine how the six essential nutrients contribute to health promotion and disease prevention.	5 – 16, 17
1.NP.5.2 Identify the mental, social, and physical benefits of physical activity.	5 – 20, 21
<b>Substance Use and Abuse</b>	
1.SUA.5.1 Compare how over-the-counter and prescription medication use and abuse can affect family and friends.	Covered in Middle School MS-TAOD – 5
1.SUA.5.2 Investigate how alcohol, tobacco, marijuana, and other drugs can affect the health of an individual, family, and friends.	5 – 24 (alcohol)
<b>Safety Practices, Injury Prevention and CPR/AED</b>	
1.SIC.5.1 Assess the level of danger at home, school, and in the community.	5 – 9, 12, 14
1.SIC.5.2 List common first aid procedures for a given scenario such as cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED).	HealthSmart does not cover hands-on first-aid skills

<b>Grade 5 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Personal Safety</b>	
1.PS.5.1 Explain the importance of not violating a person's safe personal space.	<b>3 – 16</b> <b>MS-VIP – 16, 17</b>
1.PS.5.2 Examine patterns of abusive behavior and ways to get help.	<b>3 – 16</b> <b>MS-VIP – 16, 17</b>
1.PS.5.3 Explain the reporting process and include where, when, and to whom to report unsafe situations.	<b>3 – 16</b> <b>MS-VIP – 16, 17</b>
1.PS.5.4 Summarize the hazards and dangers of becoming separated or lost from a parent, guardian, or caregiver.	Not covered
1.PS.5.6 Explain the advantages and disadvantages of communicating using technology and social media.	<b>5 – 7</b> (context of cyberbullying) Could also be included in <b>5 – 5</b> around respectful communication
<b>Human Reproductive System, HIV/AIDS, Related Communicable Diseases, &amp; Sexual Responsibility</b>	
1.HRS.5.1 Identify the structures and functions of the human reproductive systems using correct anatomical terms.	<b>5 – 34, 35</b>
1.HRS.5.2a Explain the physical, social and emotional changes that occur during puberty and adolescence.	<b>5 – 32, 33, 34, 35</b>
1.HRS.5.2b Explain how the timing of puberty and adolescent development varies considerably and can still be healthy.	<b>5 – 33, 34, 35</b>
1.HRS.5.3 Describe how puberty prepares human bodies for the potential to reproduce.	<b>5 – 34, 35</b>
1.HRS.5.5a Identify how HIV/AIDS and related communicable diseases (STDs/STIs) are and are not transmitted.	<b>5 – Supplemental Lesson</b>
1.HRS.5.5b Identify current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs).	<b>5 – Supplemental Lesson</b> <b>MS-HIV/STI – 6, 7</b>
1.HRS.5.6 Describe the characteristics of healthy relationships.	<b>5 – 2</b>
<b>Content Standard 2: Analyze Influences</b>	
2.AF.5.1 Describe how other factors such as school, community, and extracurricular activities influence health behaviors.	<b>5 – 2, 7, 11, 19, 27, 30</b>
<b>Content Standard 3: Access Information</b>	
3.AI.5.1 Compare health information, products, and services that promote health.	<b>5 – 4, 13, 31, 38</b>
<b>Content Standard 4: Interpersonal Communication</b>	
4.IC.5.1 Demonstrate effective verbal and non-verbal communication skills to enhance health and to avoid or reduce health risks.	<b>5 – 3</b>
4.IC.5.2 Practice refusal skills to avoid or reduce health risks.	<b>5 – 28</b>

<b>Grade 5 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Content Standard 5: Decision Making</b>	
5.DM.5.1 Choose a healthy option when making a decision.	<b>5 – 12, 29</b>
5.DM.5.2 Describe the outcomes of a health-related decision.	<b>5 – 29</b>
<b>Content Standard 6: Goal Setting</b>	
6.GS.5.1 Set a health goal and track progress toward its achievement.	<b>5 – 22, 23</b>
6.GS.5.2 Describe how resources can assist in achieving a health goal.	<b>5 – 22, 23, 30</b>
<b>Content Standard 7: Self-Management</b>	
7.SM.5.1 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	<b>5 – 3, 6, 23</b>
7.SM.5.2 Demonstrate a variety of behaviors that avoid or reduce health risks.	<b>5 – 9, 12, 19, 28</b>
<b>Content Standard 8: Advocacy</b>	
8.AV.5.1 Demonstrate advocacy within the community to make positive health choices.	<b>5 – 9, 15, 27, 36</b>