

*HealthSmart* Alignment with  
New York  
Health Education Standards

Grades K–5

advancing  
health  
equity **etr.**

<b>SELF-MANAGEMENT: Demonstrates the ability to practice strategies and skills to enhance personal health and safety</b>		
<b>Elementary</b>		<b>HealthSmart K – 4 (Grade – Lesson)</b>
SM.E.1	Conducts a personal assessment of health and safety knowledge and skills	1 – 8 (sleep habits), 9 (safety) 2 – 2 (growth & change), 17 (breakfast habits) 3 – 12 (safety habits), 22 (healthy eating), 23, 24 (physical activity), 25 (tobacco/alcohol knowledge) 4 – 2 (personal stressors), 7 (healthy habits), 8 (eye/ear safety), 12 (safety/risks), 18 (physical activity), 25 (puberty changes)
SM.E.2	Identifies the attributes (knowledge, skills, competencies) of a safe and healthy person	K – 30 (healthy and tobacco free) 1 – 3 (friends), 8 (sleep habits), 9 (being safe), 2 – 3 (dealing with feelings), 7 (healthy habits), 9 (safety smart) 3 – 1 (emotional health role models), 3 (responsible family member), 5 (self-respect), 17 (healthy foods rules), 23 (let's move rules) 4 – 3 (stress management), 5 (self-control), 12 (safety)
SM.E.3	Compares the personal assessment results to the healthy attributes to identify personal health and safety strengths and needs (may need adult assistance)	1 – 8 (sleep habits), 9 (safety) 3 – 12 (safety), 22 (healthy eating), 24 (physical activity) 4 – 3 (plan to deal with stress), 12 (safety)
SM.E.4	Explores the benefits and harmful consequences of behaviors based on the personal health and safety assessment	3 – 10–12 (safety) 4 – 12 (safety)
SM.E.5	Selects and applies a health skill to improve personal health and safety	See specific skills: stress management, communication, decision making, goal setting, advocacy
SM.E.6	Identifies and requests support from person(s) who could be helpful	K – 3, 7, 8, 9, 10, 18, 29 1 – 1, 9, 11, 17, 29 2 – 4, 25 3 – 1, 2, 8, 12, 13, 15, 16, 22, 24 4 – 6, 9, 15, 27
SM.E.7	Identifies health and safety resources that could be helpful	K – 9, 14, 18, 19 1 – 11, 17 2 – 9, 25 3 – 8, 12, 13, 16, 22, 24 4 – 9, 20, 27
SM.E.8	Celebrates and rewards self for personal health and safety accomplishments	K – 1, 14, 28, 30 1 – 19, 24 2 – 25, 26 3 – 5, 11, 25 4 – 9, 19, 24 Can be addressed in all self-assessment and goal-setting activities
SM.E.9	If appropriate, extends to relationship and/or health advocacy skill	

<b>Self-Management (continued)</b>		
<b>Intermediate</b>		<b><i>HealthSmart 5</i> (Grade – Lesson)</b>
SM.I.1	Conducts a personal assessment of health and safety knowledge and skills	<b>5 – 1</b> (emotional health), <b>2</b> (relationships), <b>6</b> (wellness habits), <b>17</b> (eating habits), <b>21</b> (physical activity), <b>30</b> (alcohol), <b>32</b> (puberty changes)
SM.I.2	Explores the attributes (knowledge, skills, competencies) of a safe and healthy person	<b>5 – 1, 2, 6, 16, 20, 33</b>
SM.I.3	Compares and analyzes the personal assessment to the healthy attributes to identify personal health and safety strengths and needs	<b>5 – 6, 17, 21, 22, 33</b>
SM.I.4	Predicts short- and long-term benefits and harmful consequences of behaviors based on the personal health and safety assessment	<b>5 – 3, 6, 21, 22, 29</b>
SM.I.5	Selects and applies a health skill to improve personal health and safety	See specific skills: stress management, communication, decision making, goal setting, advocacy
SM.I.6	Identifies and accesses personal support persons or systems	<b>5 – 2, 9, 12, 13, 38</b>
SM.I.7	Accesses related health and safety resources	<b>5 – 4, 5, 13, 31, 38</b>
SM.I.8	Celebrates and rewards self for personal health and safety accomplishments	<b>5 – 22, 23, 30</b> Can be addressed in self-assessment and goal-setting activities
SM.I.9	If appropriate, extends to relationship and/or health advocacy skill	

<b>RELATIONSHIP MANAGEMENT: Demonstrates the ability to apply interpersonal and intra-personal strategies and skills to enhance personal, family and community health</b>		
<b>Elementary</b>		<b>HealthSmart K – 4 (Grade – Lesson)</b>
RM.E.1	Conducts a personal assessment of relationship management (nurturing, empathy, respect, responsibility) knowledge and skills	3 – 3 (family), 4 (friends)
RM.E.2	Identifies the attributes (knowledge, skills, competencies) of a nurturing, empathetic, respectful, responsible person	1 – 3 (qualities of a friend) 3 – 1 (role models), 3 (responsible family member), 4 (friends); 4 – 5 (self-control)
RM.E.3	Compares the personal assessment results with the attributes to identify personal strengths and need areas	3 – 3 (family), 4 (friends)
RM.E.4	Explores the benefits and harmful consequences of behaviors based on the assessment	No explicit self-assessment comparison
RM.E.5	Selects and applies a health skill to improve personal health and safety	See specific skills: stress management, communication, decision making, goal setting, advocacy
RM.E.6	Demonstrates positive interpersonal and intra-personal behaviors when working with others (including diverse populations)	K – 1, 11; 1 – 3; 2 – 8, 15, 16, 26 3 – 5, 7, 10–11; 4 – 20, 24, 26 Can be evaluated in all group activities
RM.E.7	Identifies real-life situations that could lead to conflict and demonstrates win-win resolutions	4 – 14, 15
RM.E.8	Identifies health and safety resources that could be helpful	K – 9, 14, 18, 19; 1 – 11, 17; 2 – 9, 25 3 – 8, 12, 13, 16, 22, 24; 4 – 9, 20, 27
RM.E.9	Celebrates and rewards self for inter-personal and intrapersonal health and safety accomplishments	K – 1, 14, 28, 30; 1 – 19, 24; 2 – 25, 26 3 – 5, 11, 25; 4 – 9, 19, 24 Can be addressed in self-assessment and goal-setting activities
RM.E.10	If appropriate, extends to health advocacy skill	
<b>Intermediate</b>		<b>HealthSmart 5 (Grade – Lesson)</b>
RM.I.1	Conducts a personal assessment of relationship management (nurturing, empathy, respect, responsibility) knowledge and skills	5 – 2 (healthy relationships)
RM.I.2	Explores the attributes (knowledge, skills, competencies) of a nurturing, empathetic, respectful, responsible person	5 – 2 (healthy relationships)
RM.I.3	Compares and analyzes the personal assessment results in relation to the attributes to identify personal strengths and need areas	5 – 2 (healthy relationships)
RM.I.4	Predicts short- and long-term benefits and harmful consequences of behaviors based on the assessment	5 – 2 (healthy relationships)
RM.I.5	Selects and applies a health skill to improve personal health and safety	See skills: stress management, communication, decision making, goal setting, advocacy
RM.I.6	Demonstrates positive interpersonal and intra-personal behaviors when working with others (including diverse populations)	5 – 3, 9, 15, 36 Can be evaluated in all group activities
RM.I.7	Analyzes possible causes of conflict and demonstrates win-win resolutions	5 – 10, 11, 12
RM.I.8	Accesses related health and safety resources	5 – 4, 5, 13, 31, 38
RM.I.9	Celebrates and rewards self for interpersonal and intrapersonal health and safety accomplishments	5 – 22, 23, 30; Can be addressed in self-assessment and goal-setting activities
RM.I.10	If appropriate, extends to health advocacy skill	

<b>STRESS MANAGEMENT: Demonstrates the ability to apply stress management strategies and skills to enhance personal health</b>	
<b>Elementary</b>	<b><i>HealthSmart K – 4</i> (Grade – Lesson)</b>
ST.E.1 Explains what stress is and discovers personal stressors	4 –1, 2, 3
ST.E.2 Categorizes stressors on personal health	4 –2, 3
ST.E.3 Identifies physical and emotional reactions to personal stress	2 – 3 (in context of troublesome feelings) 4 –1, 2
ST.E.4 Describes personal stressful situations and current ways of dealing with them	2 – 3 (in context of troublesome feelings) 4 –2, 3
ST.E.5 Selects and applies a strategy to manage stress in health-enhancing ways	4 –3, 6
ST.E.6 Explores connections between personal stress and expectations of self and others	Can be addressed in 4 –1, 2, 3
ST.E.7 Recognizes personal capabilities and limitations in relation to personal stress	Can be addressed in 4 –3
ST.E.8 Monitors, evaluates and adjusts the personal stress management strategy for wellness and coping with stressful situations	Can be addressed in 4 –3
<b>Intermediate</b>	<b><i>HealthSmart 5</i> (Grade – Lesson)</b>
ST.I.1 Distinguishes between positive and negative stress and documents personal stressors	Covered in Grade 4 and Middle School
ST.I.2 Documents the impact of physical, emotional, social, family, school, and environmental stressors on personal health	Covered in Middle School
ST.I.3 Investigates physical and emotional reactions to personal stress	Covered in Grade 4 and Middle School
ST.I.4 Researches personal stressful situations and current ways of dealing with them	Covered in Grade 4 and Middle School
ST.I.5 Selects and applies a strategy to manage stress in health-enhancing ways	Covered in Grade 4 and Middle School
ST.I.6 Clarifies expectations of self and others and their relation to personal stress	Covered in Middle School
ST.I.7 Recognizes personal capabilities and limitations in relation to personal stress	Covered in Middle School
ST.I.8 Monitors, evaluates and adjusts the personal stress management strategies for wellness and coping with stressful situations	Covered in Grade 4 and Middle School

<b>COMMUNICATION: Demonstrates the ability to apply communication strategies and skills to enhance personal, family, and community health</b>		
<b>Elementary</b>		<b><i>HealthSmart K – 4</i> (Grade – Lesson)</b>
CM.E.1	Uses qualities of active listening, following directions, and responding to others in health-enhancing ways	<b>K – 1</b> <b>3 – 4; 4 – 14, 26</b> Can also be evaluated in group activities
CM.E.2	Identifies and applies effective verbal (assertiveness) and non-verbal communication skills to enhance health	<b>K – 29; 1 – 18, 20, 29; 2 – 4</b> <b>3 – 4, 15, 16, 29; 4 – 13, 15, 22, 23</b>
CM.E.3	Demonstrates healthy ways to express needs, wants and feelings	<b>K – 1, 2, 3, 9, 10; 1 – 29; 2 – 4</b> <b>3 – 4; 4 – 3, 5, 6, 27</b>
CM.E.4	Describes characteristics of a responsible family member and friend	<b>1 – 3 (friends)</b> <b>3 – 3 (family), 4 (friends)</b>
CM.E.5	Identifies barriers that interfere with effective healthy communication	<b>3 – 4; 4 – 4, 5, 14</b>
CM.E.6	Demonstrates ways to communicate care, consideration, and respect of self and others	<b>K – 11; 1 – 18; 2 – 15</b> <b>3 – 3, 4, 5; 4 – 14, 15, 26</b>
CM.E.7	Demonstrates effective refusal skills in health-related situations	<b>3 – 16, 29; 4 – 13, 22, 23</b>
CM.E.8	Identifies real-life situations that could lead to conflict and demonstrates nonviolent strategies to deal with them	<b>4 – 14, 15</b>
CM.E.9	Demonstrates the ability to work cooperatively with others to enhance health	<b>K – 11; 1 – 3, 12, 22, 28; 2 – 8, 15, 16, 26</b> <b>3 – 5, 7, 10–11; 4 – 15, 20, 24, 26</b>
<b>Intermediate</b>		<b><i>HealthSmart 5</i> (Grade – Lesson)</b>
CM.I.1	Refines the ability to actively listen, follow directions, and respond to others in health-enhancing ways	<b>5 – 3</b>
CM.I.2	Demonstrates effective verbal (assertiveness) and nonverbal communication skills to enhance health	<b>5 – 3</b>
CM.I.3	Demonstrates healthy ways to express needs, wants and feelings	<b>5 – 3, 31</b>
CM.I.4	Discusses how family and peer attitudes, beliefs and actions affect interpersonal communication	<b>5 – 3</b>
CM.I.5	Recognizes barriers that interfere with effective healthy communication and applies strategies to overcome barriers	<b>5 – 3, 31</b>
CM.I.6	Demonstrates ways to communicate care, consideration, and respect of self and others	<b>5 – 3</b>
CM.I.7	Demonstrates effective refusal skills in real-life health-related situations	<b>5 – 28</b>
CM.I.8.	Analyzes possible causes of conflict and demonstrates negotiation skills and other strategies to manage conflict in healthy ways	<b>5 – 10, 11, 12</b>
CM.I.9	Demonstrates the ability to work in groups with shared responsibilities, benefits, and risks to enhance health	<b>5 – 9, 15, 36</b> Can be evaluated in all advocacy and other group activities

<b>DECISION MAKING: Demonstrates the ability to apply decision making strategies and skills to enhance personal, family and community health</b>	
<b>Elementary</b>	<i>HealthSmart K – 4</i> <b>(Grade – Lesson)</b>
DM.E.1 Identifies personal health decisions and influences	K – 20, 28; 2 – 9, 10, 11, 12, 26 3 – 13, 21, 26, 27, 28; 4 – 13, 14, 21, 28
DM.E.2 Recognizes personal capabilities and limitations as they relate to possible healthy solutions	K – 20; 2 – 26 3 – 13, 26; 4 – 14, 28
DM.E.3 Locates and uses information sources to enhance health	4 – 20
DM.E.4 Personalizes health risk of decisions to self and others	2 – 9, 10, 11, 12, 26 3 – 13, 26; 4 – 10, 13, 14, 28
DM.E.5 Applies a decision making model to real-life health-related situations	2 – 9, 10, 11, 12, 26 3 – 13, 26; 4 – 28
DM.E.6 Questions perceptions of normative health-related behavior	3 – 9 4 – 10, 21, 25, 26
DM.E.7 Describes how personal health decisions are connected to subsequent decisions	2 – 9, 10, 11, 12, 26 3 – 13, 26; 4 – 28
DM.E.8 Assumes responsibility for personal health decisions	2 – 13, 26 3 – 13, 26; 4 – 13, 28
<b>Intermediate</b>	<i>HealthSmart 5</i> <b>(Grade – Lesson)</b>
DM.I.1 Identifies personal health decisions and sorts related internal and external influences	5 – 7, 11, 12, 14, 19, 26, 27, 29, 30, 33, 37
DM.I.2 Recognizes personal capabilities and limitations as they relate to possible healthy solutions	5 – 12, 29, 30
DM.I.3 Compiles and assesses available information to enhance health	5 – 4
DM.I.4 Personalizes health risk of decisions to self and others	5 – 12, 29, 30
DM.I.5 Applies a decision making model to real-life health-related situations	5 – 29
DM.I.6 Analyzes perceptions of peer, family, and community normative health-related behavior	5 – 14, 19, 26, 27, 30, 32, 33
DM.I.7 Describes how personal health decisions may affect subsequent decisions	5 – 12, 29, 30
DM.I.8 Assumes responsibility for personal health decisions	5 – 12, 29, 30

<b>PLANNING; GOAL SETTING: Demonstrates the ability to apply planning and goal setting strategies and skills to enhance personal, family, and community health goals</b>		
<b>Elementary</b>		<b>HealthSmart K – 4 (Grade – Lesson)</b>
PG.E.1	Identifies the benefits of planning and setting personal health goals	K – 5, 6, 23, 25; 1 – 8, 23; 2 – 13, 19, 21 3 – 12, 22, 24; 4 – 9, 19
PG.E.2	Makes a personal commitment to achieve a personal health goal	K – 5, 6, 23, 25; 1 – 8, 23; 2 – 13, 19, 21 3 – 12, 22, 24; 4 – 9, 19
PG.E.3	Develops a personal health goal and a plan to achieve it	K – 5, 6, 23, 25; 1 – 8, 23; 2 – 13, 19, 21 3 – 12, 22, 24; 4 – 9, 19
PG.E.4	Identifies possible barriers to achieving the personal health goal	1 – 23 3 – 12, 22, 24; 4 – 9, 19
PG.E.5	Implements the plan to achieve the personal health goal and overcome possible barriers	K – 21, 23; 1 – 8, 23; 2 – 13, 19, 21 3 – 12, 22, 24; 4 – 9, 19
PG.E.6	Analyzes the impact of decisions on the personal health goal	3 – 22, 24; 4 – 9, 19, 28
PG.E.7	Identifies personal support systems and explains their importance in achieving the personal health goal	K – 5, 6, 23, 25; 1 – 23 ; 2 – 13, 19, 21 3 – 12, 22, 24; 4 – 9, 19
PG.E.8	Monitors and evaluates progress towards achieving the personal health goal	1 – 8, 23; 2 – 13, 19, 21 3 – 12, 22, 24; 4 – 9, 19
<b>Intermediate</b>		<b>HealthSmart 5 (Grade – Lesson)</b>
PG.I.1	Analyzes the benefits of planning and setting personal health goals	5 – 22, 23
PG.I.2	Makes a personal commitment to achieve a personal health goal	5 – 22, 23, 30
PG.I.3	Develops a personal health goal and a plan to achieve it	5 – 22, 23
PG.I.4	Analyzes possible barriers to achieving the personal health goal	5 – 22, 23
PG.I.5	Implements the plan to achieve the personal health goal and overcome possible barriers	5 – 22, 23
PG.I.6	Analyzes the impact of decisions on the personal health goal	5 – 22, 23, 30
PG.I.7	Identifies personal support systems and explains their importance in achieving the personal health goal	5 – 22, 23, 30
PG.I.8	Assesses, reflects on and adjusts the plan to maintain and enhance personal health and safety, as needed	5 – 23



<b>ADVOCACY: Demonstrates the ability to apply advocacy strategies and skills to enhance personal, family and community health</b>		
<b>Elementary</b>		<b>HealthSmart K – 4 (Grade – Lesson)</b>
AD.E.1	Identifies personal, family, school or community health and safety concerns	K – 3, 7, 11, 28, 29; 1 – 19, 22, 28 2 – 8, 15, 16, 23, 25, 26 3 – 7, 10, 11, 15, 29 4 – 10, 11, 12, 20, 24, 25, 26
AD.E.2	Selects one health or safety issue to take a stand on	K – 11, 25, 28, 30; 1 – 12, 19, 22, 28 2 – 8, 15, 16, 23, 26 3 – 7, 10, 11, 15, 29; 4 – 20, 24, 25, 26
AD.E.3	Locates evidence that supports the health-enhancing stand	3 – 7, 10, 11, 15, 29; 4 – 20, 24
AD.E.4	Identifies community agencies that advocate for the health-enhancing stand	Not covered
AD.E.5	Expresses personal opinions about the health-enhancing stand	1 – 3, 12, 22, 28; 2 – 8, 15, 16, 23, 26 3 – 7, 10, 11, 15, 29; 4 – 20, 24, 25, 26
AD.E.6	Takes a clear health-enhancing stand	K – 11, 25, 28, 30; 1 – 3, 12, 22, 28 2 – 8, 15, 16, 23, 26 3 – 7, 10, 11, 15, 29; 4 – 20, 24, 25, 26
AD.E.7	Selects an audience and prepares a safe or health-enhancing message for the individual or group	Specific audience can be added to: 3 – 7, 10, 11, 15, 29; 4 – 20, 24, 26
AD.E.8	Shows how to persuade others toward the health-enhancing stand	K – 11, 25, 28, 30; 1 – 3, 12, 22, 28 2 – 8, 15, 16, 23, 26 3 – 7, 10, 11, 15, 29; 4 – 20, 24, 26
AD.E.9	Works cooperatively with others to advocate for health and safety issues	K – 11, 25, 30; 1 – 3, 12, 22, 28 2 – 8, 15, 16, 26 3 – 7, 10, 11, 15, 29; 4 – 20, 24, 26
AD.E.10	Examines ways to improve the advocacy effort	Can be addressed in all advocacy activities
<b>Intermediate</b>		<b>HealthSmart 5 (Grade – Lesson)</b>
AD.I.1	Conducts a personal, family or community health assessment and/or reviews data from an existing health assessment	Covered in High School
AD.I.2	Analyzes data to determine a priority health or safety issue in need of advocacy	Covered in High School
AD.I.3	Researches the health or safety advocacy issue	Covered in High School
AD.I.4	Identifies agencies, organizations, or others who advocate for the health issue	Covered in High School
AD.I.5	Clarifies personal beliefs regarding the health advocacy issue	5 – 9, 15, 27, 36
AD.I.6	Takes a clear health-enhancing stand	5 – 9, 15, 27, 36
AD.I.7	Identifies an audience and adapts the health message(s) and communication technique(s) to the	5 – 9, 15, 27, 36
AD.I.8	Uses communication techniques to persuade the individual or group to support or act on the health-enhancing issue	5 – 9, 15, 27, 36
AD.I.9	Works collaboratively with individuals, agencies or organizations to advocate for the health of self, families and communities	5 – 9, 15, 27, 36
AD.I.10	Evaluates the effectiveness of the advocacy effort(s) and revises as needed	Can be incorporated into all advocacy activities

<b>Physical Activity and Nutrition Functional Knowledge</b>	
<b>Elementary</b>	<b><i>HealthSmart K – 4</i> (Grade – Lesson)</b>
PAN.E.1 Regular physical activity and healthy eating behaviors are essential components of a healthy lifestyle and reduce the risk of developing many diseases.	<b>K – 21, 22, 23, 24, 25</b> <b>1 – 21, 22, 23, 24, 25</b> <b>2 – 16, 17, 18, 19, 20, 21, 22</b> <b>3 – 17, 18, 19, 20, 22, 23, 24</b> <b>4 – 16, 17, 18, 19</b>
PAN.E.2 Individuals begin to acquire and establish healthy eating and physical activity behaviors during childhood and adolescence.	<b>K – 21; 1 – 24; 2 – 20</b> <b>3 – 21, 23; 4 – 16, 17, 18</b>
PAN.E.3 Individuals need healthy food and regular physical activity to feel good and grow.	<b>K – 21, 22, 23, 24, 25</b> <b>1 – 21, 22, 23, 24, 25</b> <b>2 – 16, 17, 18, 19, 20, 21, 22</b> <b>3 – 17, 18, 19, 20, 22, 23, 24</b> <b>4 – 16, 17, 18, 19</b>
PAN.E.4 The Dietary Guidelines for Americans and Food Guide Pyramids assists individuals with healthy food choices.	<b>4 – 16, 17</b>
PAN.E.5 Individual eating patterns, food preferences, and food-related habits and attitudes vary by culture.	<b>3 – 21</b>
PAN.E.6 Although most young people are physically active, many do not engage in the recommended levels of physical activity.	<b>1 – 25; 2 – 20</b> <b>3 – 23; 4 – 18</b>
PAN.E.7 Children need to be physically active before, during and after school.	Can be addressed in <b>K – 24; 1 – 25;</b> <b>2 – 20; 3 – 23; and 4 – 24</b>
PAN.E.8 To prevent dental caries, children and adolescents should drink fluoridated water, use fluoridated toothpaste, brush and floss their teeth regularly and consume sugars in moderation.	<b>K – 5 (tooth care); 1 – 6 (tooth care)</b> <b>2 – 7 (tooth care), 17 (limit sugary foods)</b> <b>3 – 17, 18 (limit sugary foods/drinks)</b>
<b>Intermediate</b>	<b><i>HealthSmart 5</i> (Grade – Lesson)</b>
PAN.I.1 Regular physical activity and healthy eating increases one’s energy level, assists with managing stress and/or weight, reduces the risk of illness and disease and increases academic achievement.	<b>5 – 16, 17, 18, 19, 20, 21, 22, 23</b>
PAN.I.2 Healthy workouts include a warm up, workout, and cool down phase.	<b>5 – 20</b>
PAN.I.3 Individuals can resist pressures that discourage healthy eating and regular physical activity practices.	<b>5 – 18, 19, 21</b>
PAN.I.4 Culture, media and social influences impact physical activity and dietary patterns.	<b>5 – 18, 19, 21</b>
PAN.I.5 Individuals can influence and support others to engage in healthy eating and physical activity.	<b>5 – 19, 21, 22, 23</b>
PAN.I.6 Physical injuries can be prevented by having adult supervision, following safety rules, and properly using protective clothing and equipment.	Covered in Grade 4 Can be addressed in <b>5 – 21</b>
PAN.I.7 Tobacco use adversely affects fitness and physical performance.	Covered in Middle School

<b>HIV/AIDS Functional Knowledge</b>	
<b>Elementary</b>	<b><i>HealthSmart K – 4</i> (Grade – Lesson)</b>
HIV.E.1 HIV/AIDS is a disease that is causing some adults to get very sick, but it does not commonly affect children.	Covered in Middle School
HIV.E.2 HIV is the virus that causes AIDS (Acquired Immune Deficiency Syndrome).	Covered in Middle School
HIV.E.3 Individuals cannot get HIV/AIDS by being near or touching someone who has it.	Covered in Middle School
HIV.E.4 Some viruses cause disease and can be transmitted from an infected individual to an uninfected individual through various means.	<b>2 – 5</b> <b>3 – 6, 7</b>
HIV.E.5 HIV/AIDS is caused by a virus that weakens the ability of infected individuals to fight off disease.	Covered in Middle School
HIV.E.6 Scientists are working hard to find a way to stop individuals from getting HIV/AIDS and to cure those who have it.	Covered in Middle School
<b>Intermediate</b>	<b><i>HealthSmart 5</i> (Grade – Lesson)</b>
HIV.I.1 Individuals who are infected with HIV may not have any signs or symptoms but can transmit the infection to others.	Covered in Middle School
HIV.I.2 The risk of becoming infected with HIV/AIDS can be virtually eliminated by avoiding contact with another individual’s blood; practicing abstinence from sexual contact and not sharing needles to inject drugs, vitamins or steroids.	Covered in Middle School
HIV.I.3 HIV can be transmitted through blood to blood contact; sexual contact with an infected individual; by using needles and other injection equipment that an infected individual has used; and from an infected mother to her infant before or during birth or through breast milk.	Covered in Middle School
HIV.I.4 HIV/AIDS cannot be transmitted by touching someone who is infected or by being in the same room with an infected individual.	Covered in Middle School
HIV.I.5 A small number of individuals including some doctors, nurses, and other medical personnel have been infected with HIV/AIDS when they were directly exposed to infected blood.	Covered in Middle School

<b>Sexual Risk Functional Knowledge</b>		
<b>Elementary</b>		<b><i>HealthSmart K – 4</i></b> <b>(Grade – Lesson)</b>
SR.E.1	Some viruses cause disease and can be transmitted from an infected individual to an uninfected individual through various means.	<b>2 – 5</b> <b>3 – 6, 7</b>
<b>Intermediate</b>		<b><i>HealthSmart 5</i></b> <b>(Grade – Lesson)</b>
SR.I.1	Adolescents can and should avoid pregnancy and STD/HIV/AIDS.	<b>5 – 37</b> Covered in Middle School
SR.I.2	Most adolescents do not engage in risky sexual behavior.	Covered in Middle School
SR.I.3	Individuals who are infected with STD/HIV may not have any signs or symptoms but can transmit the infection to others.	Covered in Middle School
SR.I.4	The risk of pregnancy or infection with STD can be virtually eliminated by practicing abstinence from sexual contact.	<b>5 – 37</b> Covered in Middle School
SR.I.5	Abstinence is the only pregnancy and STD/HIV/AIDS prevention method that is 100% effective, 100% safe and 100% free of side effects.	Covered in Middle School
SR.I.6	There are strong personal, medical and relationship building reasons for teenagers to abstain from sexual contact.	<b>5 – 37</b>
SR.I.7	STD can be transmitted by sexual contact with an infected individual or from an infected mother to her infant before or during birth.	Covered in Middle School
SR.I.8	Individuals who use drugs are more likely to acquire STD/HIV.	Covered in Middle School

<b>Tobacco Functional Knowledge</b>	
<b>Elementary</b>	<b><i>HealthSmart K – 4*</i> (Grade – Lesson)</b>
TB.E.1 A drug is a chemical that changes how the body works.	3 – 25 4 – 20
TB.E.2 All forms of tobacco contain a drug called nicotine.	3 – 25 4 – 20
TB.E.3 Tobacco use includes cigarettes and smokeless tobacco.	2 – 23 3 – 25 4 – 27
TB.E.4 Most individuals do not smoke cigarettes or use smokeless tobacco.	1 – 27, 29 2 – 25 3 – 25 4 – 20
TB.E.5 Many individuals who use tobacco have trouble stopping.	2 – 24 3 – 25 4 – 20
TB.E.6 Individuals who smoke cause many fires.	Can be addressed in 4 – 11
TB.E.7 Individuals who choose to use tobacco are not bad people.	K – 28 1 – 27 2 – 24
TB.E.8 Some advertisements try to persuade individuals to use tobacco.	1 – 27 3 – 28 4 – 21
TB.E.9 Tobacco smoke in the air is dangerous to anyone who breathes it.	K – 28, 29 1 – 26 2 – 23 3 – 25 4 – 20
<b>Intermediate</b>	<b><i>HealthSmart 5**</i> (Grade – Lesson)</b>
TB.I.1 Most individuals do not smoke or use smokeless tobacco.	Covered in Middle School
TB.I.2 Tobacco contains the addictive drug, nicotine, and other harmful substances.	Covered in Middle School
TB.I.3 Individuals can resist pressure to use tobacco.	Covered in Middle School
TB.I.4 Stopping tobacco use has short term and long term benefits.	Covered in Middle School
TB.I.5 Smoking cessation programs can be successful.	Covered in High School
TB.I.6 Environmental tobacco smoke is dangerous to health.	Covered in Middle School
TB.I.7 Maintaining a tobacco free environment has health benefits.	Covered in Middle School
TB.I.8 Tobacco manufacturers use various strategies to direct advertisements toward young persons.	Covered in Middle School
TB.I.9 Laws, rules and policies regulate the sale and use of tobacco.	Covered in Middle School

\* Grades K–2 focus on tobacco only. Alcohol is introduced along with tobacco at Grades 3 and 4.

\*\* Grade 5 focuses on alcohol.

<b>Alcohol and Other Drugs Functional Knowledge</b>	
<b>Elementary</b>	<b>HealthSmart K – 4 (Grade – Lesson)</b>
AOD.E.1 Most individuals do not use alcohol and other drugs.	3 – 25; 4 – 20
AOD.E.2 Alcohol and other drugs are chemicals that change how the body works.	3 – 25; 4 – 20
AOD.E.3 Individuals who choose to use alcohol and other drugs are not bad people.	4 – 20
AOD.E.4 Using alcohol and other drugs may interfere with natural growth and development.	4 – 20
AOD.E.5 Individuals may experience external pressures (advertising, role models, peers) to use alcohol and other drugs.	3 – 28; 4 – 21
AOD.E.6 Use of alcohol and other drugs has short- and long-term risks and consequences.	3 – 25; 4 – 20
AOD.E.7 Alcoholism is a disease that is treatable.	4 – 20
AOD.E.8 It is dangerous to taste, swallow, sniff or play with unknown substances.	K – 16 4 – 11
AOD.E.9 Individuals follow the medical recommendations for prescription and nonprescription drugs.	K – 7; 2 – 6 3 – 8, 25
<b>Intermediate</b>	<b>HealthSmart 5 (Grade – Lesson)</b>
AOD.I.1 Most individuals do not use alcohol and other drugs.	Can be addressed in 5 – 24, 25, 26, 27
AOD.I.2 Of the adults that do drink, most do so only occasionally and in moderation.	Can be addressed in 5 – 24, 25, 26, 27
AOD.I.3 Alcohol and other drug abuse has consequences for the health and well being of the user and for those around them.	5 – 24, 25, 26, 27
AOD. I.4 Alcohol and other drug abuse has long term physical and psychological consequences.	5 – 24, 25, 26, 27
AOD.I.5 There are legal, emotional, social and health consequences to using alcohol and other drugs.	5 – 24, 25, 26, 27
AOD.I.6 Individuals can resist pressure to use alcohol and other drugs.	5 – 28, 29, 30
AOD.I.7 An individual’s reactions to alcohol and other drug use may vary.	5 – 24, 25, 26, 27
AOD.I.8 Alcohol and other drug use treatment programs can be successful.	Covered in High School
AOD.I.9 Culture and media influence the use of alcohol and other drugs.	5 – 26, 27
AOD.I.10 Alcohol and other drug use is an unhealthy way of coping with problems.	5 – 24, 25, 26, 27, 31
AOD.I.11 The best way to prevent alcohol and other drug abuse is never to start.	Can be addressed in 5 – 24, 25, 26, 27, 31
AOD.I.12 The process of becoming addicted to alcohol and other drugs involves a series of stages.	Covered in Middle School
AOD.I.13 A family history of alcoholism is a strong risk factor for an individual’s alcohol use because of the genetic link and the environmental exposure to alcohol use.	Can be addressed in 5 – 31
AOD.I.14 It is very dangerous for individuals to use legal chemicals and aerosols in ways other than their intended use.	Covered in Middle School
AOD.I.15. Laws, rules and policies regulate the sale and use of alcohol and drugs.	5 – 24

<b>Family Life/Sexual Health Functional Knowledge</b>	
<b>Elementary</b>	<b>HealthSmart K – 4 (Grade – Lesson)</b>
FLS.E.1 The family is the basic unit of society with varying types and styles of function and structure.	1 – 2; 2 – 1 3 – 3
FLS.E.2 Family members have various roles, responsibilities and individual needs.	1 – 2; 2 – 1 3 – 3
FLS.E.3 Individuals have a right to privacy and an obligation to respect the privacy of others.	1 – 3 (in context of friendships) 3 – 4 (in context of friendships) Can be addressed in 4 – 25, 26, 27
FLS.E.4 An individual’s culture, tradition and environment influence relationships and personal development.	Can be addressed in 4 – 25, 26, 27
FLS.E.5 As individuals grow, their appearance, interests and abilities change.	2 – 2 4 – 25, 26, 27
FLS.E.6 Individuals appreciate and accept personal growth and developmental patterns.	K – 1; 1 – 24 ; 2 – 2 3 – 5; 4 – 25, 26, 27
FLS.E.7 Individuals are unique and special and deserve to be treated with respect.	K – 1; 1 – 1; 2 – 2 3 – 5; 4 – 25, 26, 27
FLS.E.8 The average age of the onset of puberty is between the ages of eight and fourteen in females and nine and fifteen in males with females generally experiencing physical growth characteristics of puberty two years before males.	Can be addressed in 4 – 25, 26, 27 (Puberty is covered in more detail in Grade 5 and Middle School)
FLS.E.9 Hormones influence growth and development, feelings and behavior.	Can be addressed in 4 – 6, 7, 8
FLS.E.10 Individuals pursue their interests regardless of their gender or gender stereotypes.	Covered in Grade 5 Can be addressed in 4 – 25, 26, 27
FLS.E.11 Although males and females are alike and different in many ways, each individual has unique physical, psychological, and emotional needs.	Can be addressed in 4 – 25, 26, 27
<b>Intermediate</b>	<b>HealthSmart 5 (Grade – Lesson)</b>
FLS.I.1 Family members are best able to care for one another when each member’s social, psychological, physical, spiritual and economic needs are being met.	Can be addressed in 5 – 33
FLS.I.2 Individuals experience growth spurts and changes in appearance, interest and abilities during puberty.	5 – 32, 33, 34, 35
FLS.I.3 Individuals accept differing patterns of emotional, psychological and physical growth.	5 – 32, 33, 34, 35
FLS.I.4 Individuals establish caring and loving relationships throughout the lifecycle.	5 – 2
FLS.I.5 Individuals learn how to establish and build fulfilling interpersonal relationships.	5 – 2
FLS.I.6 Effective, clear communication is a vital aspect of healthy relationships.	5 – 2, 3
FLS.I.7 Individuals can express their sexuality in many healthy ways.	Can be addressed in 5 – 37 and all puberty/sexual health activities
FLS.I.8 Most adolescents are not physically, mentally, emotionally, nor financially capable of responsible parenthood.	Can be addressed in 5 – 37
FLS.I.9 Sexual health begins early in life and continues throughout the lifecycle.	Covered in Middle School

<b>Family Life/Sexual Health (continued)</b>	
<b>Intermediate (continued)</b>	<b>HealthSmart 5 (Grade – Lesson)</b>
FLS.I.10 Individuals are sexually healthy, behave responsibly and have a supportive environment in order to protect their own sexual health as well as that of others.	Covered in Middle School Can be addressed in <b>5 – 37</b>
FLS.I.11 Individuals learn healthy and appropriate ways to express and show sexual feelings.	Covered in Middle School Can be addressed in <b>5 – 37</b>
FLS.I.12 Gender stereotypes can limit the range of acceptable roles for both males and females.	<b>5 – 36</b>
FLS.I.13 Sexual orientation is a component of a person’s identity.	Covered in Middle School
FLS.I.14 Individuals have a right to information that can make their lives healthier and happier.	Can be addressed in <b>5 – 38</b> and all puberty/sexual health activities

<b>Unintentional Injury Prevention Functional Knowledge</b>	
<b>Elementary</b>	<b>HealthSmart K – 4 (Grade – Lesson)</b>
UI.E.1 Children know their name, address, telephone number and names of parents/guardians.	Can be addressed in <b>K – 19; 1 – 17</b>
UI.E.2 Children check with an adult before putting anything into or on his or her body.	<b>K – 7; 2 – 6</b>
UI.E.3 Children never touch or play with guns and they should tell an adult if they find a gun.	<b>K – 17</b> <b>3 – 9, 10, 11</b> Can be addressed in <b>4 – 11, 12</b>
UI.E.4 Children ages 12 years and younger are safest when they ride in the back seat of vehicles and use proper restraints.	<b>K – 15; 1 – 12; 2 – 10</b> <b>3 – 9, 10, 11; 4 – 11, 12</b>
UI.E.5 Individuals are safest when they play on and with equipment that is in good working order and when supervised by an adult.	<b>1 – 14; 2 – 12</b> Can be addressed in <b>3 – 9, 10, 11</b> <b>4 – 11, 12</b>
UI.E.6 Individuals need to know how to appropriately summon assistance in emergency situations from local emergency service professionals and where available, 911.	<b>K – 19; 1 – 11, 17</b> <b>3 – 9, 10, 11</b>
UI.E.7 Individuals do not taste, sniff, swallow or play with unknown or harmful substances.	<b>K – 16</b> Can be addressed in <b>3 – 9, 10, 11</b> <b>4 – 11, 12</b>
UI.E.8 Individuals are safest when they obey traffic signs, use pedestrian bridges and cross walks, and follow the directions of crossing guards and other supervising adults whenever possible.	<b>K – 12, 13, 14; 1 – 10, 13; 2 – 9</b> <b>3 – 9, 10, 11; 4 – 11, 12</b>
UI.E.9 Individuals are safest when wearing reflective clothing or personal lighting equipment while walking, skating and riding bicycles.	Can be addressed in <b>K – 12; 1 – 10; 2 – 9; 3 – 9, 10, 11; 4 – 11, 12</b>
UI.E.10 Individuals properly wear helmets and other protective gear when participating in recreational and sports activities.	<b>2 – 12</b> <b>3 – 9, 10, 11; 4 – 11, 12</b>
UI.E.11 Wearing a helmet when biking, skateboarding or in-line skating increases safety and is required by law for children 13 years of age and under.	<b>2 – 12</b> <b>3 – 9, 10, 11; 4 – 11, 12</b>
UI.E.12 Coast Guard approved personal flotation devices increase safety when riding on a personal water craft and are required by law for children under the age of 11.	Can be addressed in <b>2 – 11, 3 – 9, 10, 11</b> and <b>4 – 11, 12</b>



<b>Unintentional Injury Prevention (continued)</b>	
<b>Elementary (continued)</b>	<b>HealthSmart K – 4 (Grade – Lesson)</b>
UI.E.13 Personal flotation devices, swimming with adult supervision, receiving water safety instruction and swimming lessons increase safety.	2 – 11 3 – 9, 10, 11; 4 – 11, 12
UI.E.14 Individuals know and practice fire safety rules including evacuation plans and how to “stop, drop and roll.”	1 – 16 3 – 9, 10, 11; 4 – 11, 12
UI.E.15 It is unsafe to play with matches, gasoline, lighters or other flammable materials.	1 – 15 3 – 9, 10, 11; 4 – 11, 12
UI.E.16 Individuals behave safely and appropriately around animals including family pets and wild animals.	4 – 12
UI.E.17 Individuals use proper lifting and carrying techniques for the handling of heavy backpacks and book bags. It is unsafe for individuals to carry backpacks that are more than 10% to 20% of their body weight.	Can be addressed in 3 – 9, 10, 11 and 4 – 11, 12
<b>Intermediate</b>	<b>HealthSmart 5* (Grade – Lesson)</b>
UI.I.1 Individuals read and understand all directions before using any chemical, drug, or machinery.	Not covered
UI.I.2 Wearing seat belts inside a motor vehicle increases an individual’s safety.	Covered in Grades 3, 4 and Middle School
UI.I.3 Individuals are safest when they play on and with equipment that is age-appropriate and in good working order. Individuals should notify the property/equipment owners or the supervising adult if playground equipment is hazardous or broken.	Can be addressed in Grades 3 and 4
UI.I.4 Individuals are safest when properly wearing helmets and other protective gear while participating in recreational and sports activities.	Covered in Grades 3, 4 and Middle School
UI.I.5 Proper use of bicycle helmets increases an individual’s safety and reduces the risk of death or serious injury.	Covered in Grades 3, 4 and Middle School
UI.I.6 Individuals are safest when wearing Coast Guard approved personal flotation devices while involved in water-related recreational activities and while riding on a personal water craft, regardless of swimming ability.	Can be addressed in Grades 3, 4 and Middle School
UI.I.7 It is unsafe for individuals to swim alone, regardless of swimming ability.	Covered in Grades 3, 4 and Middle School
UI.I.8 Laws, rules and policies regulate the required use of safety and protective devices to prevent injuries.	Can be addressed in Middle School
UI.I.9 Individuals use proper lifting and carrying techniques for the handling of heavy backpacks and book bags. It is unsafe for individuals to carry backpacks that are more than 10% to 20% of their body weight.	Can be addressed in Grades 3, 4 and Middle School

\* Grade 5 focuses on violence prevention.

<b>Violence Prevention Functional Knowledge</b>	
<b>Elementary</b>	<b>HealthSmart K – 4 (Grade – Lesson)</b>
VP.E.1 Individuals resolve conflicts early.	4 – 14, 15
VP.E.2 Most individuals do not engage in violent behavior.	K – 11; 1 – 18 ; 2 – 14 3 – 14 Can be addressed in 4 – 4, 5
VP.E.3 Some feelings of conflict, anger, frustration and fear are normal and all right.	K – 2; 1 – 4; 2 – 3 3 – 2; 4 – 4, 5, 14
VP.E.4 Courtesy, compassion and respect toward others reduce conflict and promote nonviolent behavior.	3 – 5 ; 4 – 14, 15
VP.E.5 Conflict can involve disagreement over ideas, interest or events.	4 – 14, 15
VP.E.6 There are peaceful alternatives to violence.	4 – 14, 15
VP.E.7 Conflict can be resolved through cooperation, negotiation and mediation.	4 – 14, 15
VP.E.8 Individuals may feel differently about the same situation at different times.	4 – 2, 4, 14
VP.E.9 Individual perceptions are based on experiences, needs, beliefs and feelings.	4 – 2, 4
VP.E.10 Empathy requires the identification of others’ feelings through verbal, physical, and situational clues and an understanding of the effect people have on one another.	Can be addressed in 4 – 4, 14, 15
VP.E.11 All cultures have similarities and differences.	Can be addressed in 1 – 2 and 2 – 1 in context of families, and in 3 – 5 in context of respecting others
VP.E.12 External events and internal thoughts may trigger angry feelings.	K – 2; 1 – 4; 2 – 3 3 – 2; 4 – 4, 5
VP.E.13 Physical signs alert us to feelings of anger.	K – 2; 1 – 4; 2 – 3 3 – 2; 4 – 4, 5
VP.E.14 Stress management can reduce feelings of anger.	4 – 3, 5
VP.E.15 Individual promises should not break safety rules.	3 – 9, 10, 11; 4 – 11, 12
VP.E.16 Victims are never to blame for the abuse.	1 – 20 3 – 16
VP.E.17 Individuals have a right to decide who touches their body and how.	1 – 20 3 – 16
VP.E.18 There are appropriate and inappropriate kinds of touch.	1 – 20 3 – 16
VP.E.19 Individuals deserve to feel safe.	K – 10; 1 – 9, 20; 2 – 9 3 – 9, 16; 4 – 5, 6, 14
VP.E.20 Individuals follow rules to increase safety, such as checking with a parent, caretaker, or trusted adult before going somewhere, or changing plans; saying no to inappropriate touch; telling trusted adults until helped, and traveling in pairs or groups rather than alone.	K – 10, 11, 18; 1 – 11, 18, 20; 2 – 9, 15 3 – 9, 10, 11, 16; 4 – 11, 12
VP.E.21 Individuals follow safety rules when using the Internet.	Can be addressed in 3 – 9, 10, 11 and 4 – 4, 5

<b>Violence Prevention (continued)</b>	
<b>Intermediate</b>	<b>HealthSmart 5 (Grade – Lesson)</b>
VP.I.1 Individuals assess the effect of personal and social relationships and their environment on behavior.	<b>5 – 1, 2</b>
VP.I.2 Most individuals do not engage in violent behavior.	Can be addressed in <b>5 – 7, 9, 10, 12, 15</b>
VP.I.3 Individuals who are suicidal often confide in their peers.	Can be addressed in <b>5 – 13</b>
VP.I.4 Individuals seek appropriate adult assistance when they recognize signs of depression, abuse, intense anger, fear and anxiety in themselves or their peers.	<b>5 – 13</b>
VP.I.5 Individuals recognize personal “triggers” that can lead to conflict and violence.	<b>5 – 10, 11, 14</b>
VP.I.6 Individuals can have different and equally valid perspectives on similar situations.	Can be addressed in <b>5 – 10, 11, 12</b>
VP.I.7 Empathy includes assuming the perspective and emotions of another person.	<b>5 – 2</b> Can also be addressed in <b>5 – 12</b>
VP.I.8 The media can influence ideas about the attractiveness and appropriateness of violence.	<b>5 – 14</b>
VP.I.9 Individuals manage anger to reduce conflict and promote non-violent behavior.	<b>5 – 12</b>
VP.I.10 Techniques exist which can help individuals manage their anger.	Can be addressed in <b>5 – 12</b>
VP.I.11 There are non-violent alternatives to prevent or avoid violent situations.	<b>5 – 12</b>
VP.I.12 Violent behavior has harmful short-and long-term consequences.	<b>5 – 8, 10</b>
VP.I.13 Individuals know and understand the plans and procedures for safety that exist in their environment.	Covered in Middle School
VP.I.14 Bullying often leads to greater and prolonged emotional and physical violence.	<b>5 – 7, 8</b>
VP.I.15 Individuals follow safety rules when using the Internet.	Covered in Middle School

<b>Other Required Health Areas Functional Knowledge</b>	
<b>Elementary</b>	<b><i>HealthSmart K – 4</i> (Grade – Lesson)</b>
ORH.E.1 Individuals have a responsibility to protect and preserve the environment.	Not covered
ORH.E.2 An individual’s self-image is an important component of mental health.	<b>K – 1; 1 – 1; 2 – 2 3 – 1</b>
ORH.E.3 Selecting and using effective health care information, products and services contributes to an individual’s health.	
ORH.E.4 Individuals have routine medical and dental check-ups to assess physical development and sensory perception.	<b>K – 5 (dentist); 1 – 6 (dentist)</b>
ORH.E.5 The best way to remove tooth decay-causing plaque is by brushing twice a day and flossing between the teeth every day.	<b>K – 5 (brushing only); 1 – 6; 2 – 7, 8 4 – 7</b>
ORH.E.6 The sensory organs work together to provide individuals with information about the world around them.	Not covered
ORH.E.7 Specific health practices such as proper hand washing can prevent and control the spread of germs and disease.	<b>K – 6; 1 – 5; 2 – 5 4 – 7</b>
ORH.E.8 Individuals protect their skin from the sun’s UV rays with clothing and sunscreen containing a sun protection factor of 15 or higher.	<b>1 – 7; 2 – 7, 8 4 – 7</b>
<b>Intermediate</b>	<b><i>HealthSmart 5</i> (Grade – Lesson)</b>
ORH.I.1 Individuals contribute to improving the health of the environment in numerous ways such as recycling and proper disposal of litter.	Not covered
ORH.I.2 Mental health influences the ways individuals look at themselves, their lives and others in their lives.	<b>5 – 1</b>
ORH.I.3 Individuals assess the validity of claims made by the media and promoters of health care information, products and services.	<b>5 – 14</b>
ORH.I.4 Individuals have routine medical and dental check-ups to assess physical development and sensory perception.	Covered in Middle School
ORH.I.5 Individuals know first aid procedures appropriate to common injuries in the home, school and community.	<i>HealthSmart does not cover first aid</i>
ORH.I.6 Individuals protect their skin from the sun’s UV rays with clothing and sunscreen containing a sun protection factor of 15 or higher.	Covered in Grade 4 and Middle School