

***HealthSmart* Alignment to 2023 Oregon Health Standards**

(Grades K–5)

advancing
health
equity **etr.**

Grade K	HealthSmart Grade – Lesson
Wellness and Health Promotion	
K.WHP.1 Define what a value is and name values that different people and families care about.	Not covered Can be addressed in K – 1 or 3
K.WHP.2 Identify illnesses that are easily transmitted and illnesses that are not.	Not covered until upper elementary grades
K.WHP.3 Understand steps to protect eyes, teeth, skin, and ears.	K – 5 [teeth], 6 [hygiene] 2 – 7
K.WHP.4 Identify three wellness practices that help one feel good and have energy.	K – 21, 22, 23, 24, 25
K.WHP.5 Identify different types of healthcare workers who help people feel better.	K – 3 [add focus on health care workers]
K.WHP.6 Describe how family and friends influence health practices and behaviors.	K – 3
K.WHP.7 Understand the importance of access to clean air, clean water, food, and shelter.	Not covered
Safety and First Aid	
K.SFA.1 Identify how to stay safe and prevent injury when riding in a vehicle, crossing streets, riding a bicycle, in the water, and playing.	K – 12, 13, 14, 15
K.SFA.2 Understand how to identify trusted adults that can help keep people safe at home, at school, and in the community.	K – 10
K.SFA.3 Practice how to ask trusted adults for help when feeling uncomfortable, scared, confused, or unsafe.	K – 10
K.SFA.4 Explain safety rules for home, school, and the community, including firearm safety rules.	K – 12, 13, 14, 15, 16, 17
K.SFA.5 Identify when it is ok to share and not ok to share personal information, such as individual names, parent's or caregiver's names, phone numbers, and addresses.	Can be included in K – 10

Grade K (<i>continued</i>)	HealthSmart Grade – Lesson
Substance Use, Misuse, and Abuse	
K.SUB.1 Discuss how to use medicines correctly.	K – 7
K.SUB.2 Understand that some medicines and substances can be poisonous.	K – 7, 16
K.SUB.3 Identify family and school rules about medicine use.	K – 7
Food, Nutrition, and Physical Activity	
K.FNP.1 Understand that food comes from plants and animals and provides energy to help people grow, develop, and learn.	K – 21
K.FNP.2 Understand the importance of eating a variety of foods and trying new foods and activities.	K – 21
K.FNP.3 Describe the benefits of drinking water, especially when physically active.	K – 23
K.FNP.4 Analyze how people eat and prepare foods differently based on culture, personal preference, and availability.	Can be included in K – 22
K.FNP.5 Identify food practices that make mealtimes enjoyable.	Can be included in K – 21 or 22
K.FNP.6 Understand that not all people can eat all kinds of food.	Not covered
Social, Emotional, and Mental Health	
K.SEM.1 Demonstrate empathy and affirm other’s perspectives during teamwork and collaborative problem solving.	K – 1 Also can be addressed in group work throughout
K.SEM.2 Identify how mental health is a part of overall health and well-being.	Not covered explicitly. Elements of mental health addressed in K – 1, 2, 3
K.SEM.3 Identify a trusted parent, caregiver, or adult to talk with about feelings.	K – 3
K.SEM.4 Identify ways to appreciate and take care of body and mind.	K – 1, 2

Grade K (<i>continued</i>)	HealthSmart Grade – Lesson
Healthy Relationships and Violence Prevention	
K.HRVP.1 Define what a relationship is and identify different kinds of relationships.	K – 3
K.HRVP.2 Understand that all people have the right to feel safe and free from bullying and violence.	K – 11
K.HRVP.3 Recognize that everyone has different interests, likes, and ways to express identities.	K – 1
K.HRVP.4 Define what a personal boundary is and recognize that personal boundaries differ in different kinds of relationships and for different people.	Not covered explicitly. Can be addressed in K – 11
K.HRVP.5 Discuss how to use words to communicate needs and boundaries, and how to listen to the needs of others.	K – 2, 3, 10, 11
K.HRVP.6 Describe the characteristics of a trusted adult.	K – 3, 10
K.HRVP.7 Identify that bullying and teasing are harmful.	K – 11
K.HRVP.8 Understand that it is never okay to touch someone without their permission.	1 – 20
K.HRVP.9 Identify that abuse is never a child’s fault and discuss how to communicate personal boundaries and report unsafe or unwanted touch.	1 – 20
Growth and Development	
K.GD.1 Discuss different types of family structures and why all families deserve respect.	1 – 2 2 – 1
K.GD.2 Identify ways in which human bodies are the same and different from each other, and how bodies change over time.	K – 1 2 – 2
K.GD.3 Name reproductive body parts, using medically accurate terminology.	Not covered until Grades 4 & 5

Grade 1	HealthSmart Grade – Lesson
Wellness and Health Promotion	
1.WHP.1 Recognize at least three dimensions (physical, social, emotional, mental, and/or environmental) of being healthy and well.	Not covered explicitly in one place
1.WHP.2 Explain what people can do to reduce and treat illness.	2 – 5
1.WHP.3 Describe at least three things to do to maintain good health, including brushing teeth daily.	1 – 5, 6, 7, 8 2 – 7
1.WHP.4 Identify where to locate trusted adults who can help with health-related questions.	1 – 1
1.WHP.5 Recognize how friends and media influence personal health behaviors, both positively and negatively.	1 – 3 [friends]
1.WHP.6 Define environment and environmental health.	Not covered
Safety and First Aid	
1.SFA.1 Demonstrate how to communicate safety rules for crossing streets, riding a bicycle, water safety, and playing.	1 – 10, 11, 12, 13, 14
1.SFA.2 List the steps to identify and respond to emergency situations.	1 – 16 [fire safety], 17
1.SFA.3 Identify safety hazards, including those related to fire, water, and dangerous objects.	1 – 15 [fire] K – 16 [poisons], 17 [firearms] 2 – 11 [water]
1.SFA.4 Recognize that it is important to stay away from potentially unsafe body fluids and objects, including needles and syringes.	Not covered
1.SFA.5 Discuss why it is important to ask a trusted adult before using online devices.	Not covered
Substance Use, Misuse, and Abuse	
1.SUB.1 Identify trusted adults who can answer questions about medicines and household products.	1 – 9 [safety in general] K – 7 2 – 6
1.SUB.2 List family, cultural, and school values and rules about medicine use.	K – 7 2 – 6

Grade 1 (<i>continued</i>)	HealthSmart Grade – Lesson
Food, Nutrition, and Physical Activity	
1.FNP.1 Identify the five food groups and what a balanced meal could look like.	1 – 21 [breakfast only] Food groups introduced in Grade 4
1.FNP.2 Identify the connection between eating nutrient dense food and physical activity to help our bodies grow, learn, and develop.	1 – 23, 24, 25
1.FNP.3 Discuss how food advertisements, social media, and commercials influence our food and beverage decisions.	Not covered until Grade 3 - 21
1.FNP.4 Identify feelings of thirst and hunger as signals for needing to drink water and eat food.	K - 21
1.FNP.5 Describe how to keep food safe from harmful germs.	Not covered until Middle School
Social, Emotional, and Mental Health	
1.SEM.1 Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).	1 – 4
1.SEM.2 Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	Stress response is covered in Grade 4 – 1, 2, 3
1.SEM.3 Identify basic brain regions and their functions and recognize that everyone’s brain functions differently.	Not covered
Healthy Relationships and Violence Prevention	
1.HRVP.1 Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.	1 – 1, 2, 3, 4
1.HRVP.2 Demonstrate healthy ways for friends to express feelings, both physically and verbally.	1 – 4
1.HRVP.3 Discuss the ways that all people are unique and valuable and have a right to be treated with dignity and respect and be free from bullying and violence.	1 – 18
1.HRVP.4 Define consent and discuss how it is important in all types of relationships.	Not covered explicitly. Boundaries covered briefly in 1 – 3
1.HRVP.5 Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others.	1 – 4

Grade 1 (continued)	HealthSmart Grade – Lesson
Healthy Relationships and Violence Prevention (continued)	
1.HRVP.6 Explain that everyone has the right to decide who can touch one’s own body, where, and in what way to prevent violence and abuse.	1 – 20
Growth and Development	
1.GD.1 Discuss and affirm different physical characteristics that people may have, including differences in body size, shape, ability, skin color, and hair texture.	K – 1 2 – 1
1.GD.2 Identify medically accurate names for sexual and reproductive anatomy.	Not covered until Grades 4 & 5
1.GD.3 Discuss that there are many ways that people can express love and attraction.	1 – 3 [friendships]

Grade 2	HealthSmart Grade – Lesson
Wellness and Health Promotion	
2.WHP.1 Discuss how many of our personal values come from families, communities, and culture.	2 – 1 [families]
2.WHP.2 Identify practices that reduce illness.	2 – 5
2.WHP.3 Describe ways to protect vision, hearing, and teeth.	2 – 7, 8
2.WHP.4 Describe the benefits of getting enough sleep and potential problems associated with not getting enough sleep.	2 – 7, 8
2.WHP.5 Locate a trusted adult in the school building to help access valid and reliable health information and services.	2 – 15 [in context of preventing bullying]
2.WHP.6 Describe ways in which schools and neighborhoods influence health behaviors.	Not covered explicitly. Focus is on trusted adults at school in 2 – 4, 15, 25
Safety and First Aid	
2.SFA.1 Demonstrate the importance of wearing helmets, pads, mouth guards, personal flotation devices, and other safety equipment during athletic and outdoor activities.	2 – 12
2.SFA.2 List examples of dangerous behaviors that might lead to injuries.	2 – 9, 10, 11, 12
2.SFA.3 Identify trusted adults that help keep people safe at home, at school, and in the community.	2 – 13
2.SFA.4 Identify why it is important that people of all abilities can safely access school and other buildings.	Not covered
2.SFA.5 Discuss threats of safety or harm and protective procedures, including those related to dangerous objects and firearms.	2 – 11 [water] K – 16 [poisons], 17 [firearms] 1 – 15 [fire]
2.SFA.6 Explain why it is important to ask a trusted adult before using online devices.	Not covered

Grade 2 (continued)	HealthSmart Grade – Lesson
Substance Use, Misuse, and Abuse	
2.SUB.1 Identify the difference between medicine to help people who are sick and other types of substances that can be harmful to the body.	2 – 6
2.SUB.2 Describe how tobacco and secondhand smoke harms the body.	2 – 23, 24
2.SUB.3 Describe safety rules for over-the-counter and prescription drug use.	2 – 6
2.SUB.4 List steps to take when offered substances.	2 – 25, 26 [support from adults and peers] Refusal skills introduced in Grade 3 – 27, 28, 29
Food, Nutrition, and Physical Activity	
2.FNP.1 Identify a variety of places and sources that food can come from and how it gets to people.	Not covered
2.FNP.2 Identify the five major food groups and give an example of foods in each group.	Food groups covered beginning in Grade 4 – 16, 17
2.FNP.3 Describe the importance of eating a variety of fruits and vegetables and identify foods that provide the nutrients required to help the body grow, learn, and develop.	2 – 18
2.FNP.4 Develop a plan and set a goal to keep hydrated and limit sugary beverages.	2 – 16 Formal goal setting in 1 – 23
2.FNP.5 Explain how physical activity and eating patterns can affect a person’s health.	2 – 20, 21
2.FNP.6 Recognize how the foods that people eat can reflect cultural backgrounds and the area in which people live.	Can be addressed in 2 – 17, 18
2.FNP.7 Recognize some people have intolerances and allergies to foods including nuts, wheat, eggs, shellfish, and dairy products.	Not covered. Can be added to 2 – 17, 18, 19
2.FNP.8 Identify how people have different levels of access to foods.	Not covered. Can be added to 2 – 17, 18, 19

Grade 2 (continued)	HealthSmart Grade – Lesson
Social, Emotional, and Mental Health	
2.SEM.1 Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	Stress response covered in Grade 4 – 1, 2, 3
2.SEM.2 Reflect on and evaluate how one’s emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.	2 – 3, 4
2.SEM.3 Describe the different ways that people can experience or exhibit stress, anxiety, social isolation, and sadness.	2 – 3, 4
Healthy Relationships and Violence Prevention	
2.HRVP.1 Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.	2 – 4 Conflict resolution covered in Grade 4 – 14, 15
2.HRVP.2 Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.	2 – 3, 4
2.HRVP.3 Discuss how diversity in race, gender, and ability enrich relationships and communities.	Not covered explicitly, can be addressed in 2 – 1, 2
2.HRVP.4 Define bodily autonomy, personal boundaries, and consent.	Not covered
2.HRVP.5 Recognize that friends, family, teachers, and community members can help each other.	2 – 1, 2, 8, 15, 19, 21, 25, 26
2.HRVP.6 Recognize bullying, cyberbullying, and teasing in multiple types of relationships and the need to tell a trusted source that can help.	2 – 14, 15
2.HRVP.7 Define and identify different forms of violence and abuse, including physical, verbal, sexual, and emotional.	Focus in Grades K-5 is on bullying. Other forms of violence and abuse covered starting in Middle School.
2.HRVP.8 Identify that abuse is never a child’s fault and describe how to communicate personal boundaries and report unsafe or unwanted touch.	1 – 20
Growth and Development	
2.GD.1 Recognize that humans grow and mature at different ages and in different ways.	2 – 2
2.GD.2 Recognize that there are many different types of families that may or may not be genetically related, including blended, adopted, and foster families.	2 – 1

Grade 3	HealthSmart Grade – Lesson
Wellness and Health Promotion	
3.WHP.1 Discuss what it means to be healthy, considering five dimensions of health (physical, social, emotional, mental, and environmental).	3 – 1 [physical, social, mental/emotional]
3.WHP.2 Describe the basic function of the immune system.	Not covered explicitly, can be addressed in 3 – 6
3.WHP.3 Explain the benefits of personal health care practices.	3 – 6, 7, 8
3.WHP.4 Describe specific things to do to take care of one’s teeth, including daily brushing and flossing teeth.	2 – 7, 8 4 – 7, 8, 9
3.WHP.5 Discuss reasons to go to a health care provider for physical and mental health concerns.	3 – 6 [infectious illness]
3.WHP.6 Identify ways in which media, social media, and technology influence self-perception, feelings, decisions, and behaviors.	Not covered explicitly. Could be added to 3 – 5
3.WHP.7 Recognize the connection between environmental health, including the effects of climate change, and personal health.	Not covered
Safety and First Aid	
3.SFA.1 Identify how concussions can be prevented, recognized, and treated.	Not covered
3.SFA.2 Practice how to assess and choose safe options when experiencing unsafe situations.	3 – 9, 10, 11, 13
3.SFA.3 Recognize that infections, including Hepatitis B and C and HIV/AIDS, can be transmitted through blood and other body fluids.	3 – 6 [does not address HIV, or Hep B/C] 5 – Supplemental Lesson [covers HIV]
3.SFA.4 Describe how to identify and respond to emergency situations.	3 – 13 Could also be added to 3 – 10
3.SFA.5 Describe safety procedures for responding to natural disasters.	Not covered explicitly. Could be added to 3 – 10 or 13

Grade 3 (continued)	HealthSmart Grade – Lesson
Substance Use, Misuse, and Abuse	
3.SUB.1 Identify that substances are chemicals that can change how the mind and body function and can cause addiction.	3 – 25 [tobacco, alcohol]
3.SUB.2 Identify how alcohol, marijuana/cannabis, tobacco, and other substances can be harmful to minds, bodies, and brains.	3 – 25 [tobacco, alcohol] Marijuana and other drugs covered starting in Middle School
3.SUB.3 Discuss how to recognize social pressures, peer influences, and internal feelings and emotions around substance use.	3 – 27, 28, 29
3.SUB.4 Describe how and where to access help from trusted adults if substances are being misused or abused	3 – 26, 28
Food, Nutrition, and Physical Activity	
3.FNP.1 Identify methods for reducing food waste.	Not covered
3.FNP.2 Recognize that food contains essential nutrients that benefit different systems in our bodies.	3 – 17, 18, 19, 10, 22
3.FNP.3 Explain how to create a balanced daily food plan for individual needs and health considerations.	3 – 19, 22
3.FNP.4 Understand the basic function of the cardiovascular system.	Not covered
3.FNP.5 Describe a decision-making process about what foods and beverages to consume and ways to be physically active.	3 – 22, 24 [as part of goal setting]
3.FNP.6 Describe foods using the senses.	Not covered
3.FNP.7 Explain what food-borne illnesses are and how to prevent them.	Not covered until Middle School
Social, Emotional, and Mental Health	
3.SEM.1 Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	4 – 1, 2, 3
3.SEM.2 Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one’s identity.	3 – 2, 3, 4, 5

Grade 3 (continued)	HealthSmart Grade – Lesson
Social, Emotional, and Mental Health (continued)	
3.SEM.3 Identify the impacts of stress on mental health.	4 – 1, 2
3.SEM.4 Recognize how emotions can impact eating patterns and that people can get help if necessary.	3 – 21 Eating disorders not covered directly until Middle School
3.SEM.5 Explain the importance of talking with trusted adults about feelings.	3 – 2
3.SEM.6 Identify personal or community activities that are meaningful or enjoyable.	Can be included in 3 – 5, 23
Healthy Relationships and Violence Prevention	
3.HRVP.1 Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.	3 – 3, 4, 5
3.HRVP.2 Describe characteristics of a healthy and safe relationship.	3 – 3, 4
3.HRVP.3 Discuss the importance of using affirming language around protected classes of people including people of all genders, race and ethnicities, sexual orientations, and abilities.	Not covered explicitly. Could be added to 3 – 5
3.HRVP.4 Demonstrate effective ways to verbally and nonverbally communicate personal boundaries and show respect for the boundaries of others.	3 – 4, 29
3.HRVP.5 Identify trusted support people and helpers to talk to about uncomfortable situations or when a boundary has been crossed.	3 – 16
Growth and Development	
3.GD.1 Discuss attributes and characteristics that make every person unique and valued, including physical diversity and neurodiversity.	3 – 5
3.GD.2 Identify the medically accurate names for body parts, including external and internal sexual and reproductive anatomy.	5 – 34, 35, alternate 34/35
3.GD.3 Recognize that puberty is a time of physical, emotional, and social changes that is a part of human development.	4 – 25, 26 5 – 32, 33, 34, 35

Grade 3 (continued)	HealthSmart Grade – Lesson
Growth and Development (continued)	
3.GD.4 Recognize that menstrual pads and tampons are medical products some people use to take care of their bodies.	5 – 35
3.GD.5 Recognize that there are different kinds of families that have unique characteristics and identities.	3 – 3
Sexual and Reproductive Health	
3.SRH.1 Explain that many people enjoy consensual affection and physical closeness throughout their lives and every individual gets to decide what they are comfortable with.	Can be addressed in 3 – 3, 4, 16

Grade 4	HealthSmart Grade – Lesson
Wellness and Health Promotion	
4.WHP.1 Identify individual, cultural, and family values that affect one's health.	5 – 6 Can be addressed in most lessons
4.WHP.2 Identify common noncommunicable childhood conditions, including asthma, allergies, diabetes, and epilepsy, and how they are managed.	5 – 5
4.WHP.3 Understand why sleep is necessary for the brain and body and describe how sleep works.	4 – 7, 9
4.WHP.4 Compare and contrast the validity of health and wellness information from a variety of media, products, and services.	5 – 4
4.WHP.5 Define social pressures and peer influences and identify how they can impact behavior.	4 – 13, 21
Safety and First Aid	
4.SFA.1 Identify the steps of what to do if firearms are seen or found.	Not covered explicitly, can be addressed in 4 – 11
4.SFA.2 Identify strategies for staying safe online.	Not covered explicitly, can be addressed in 4 – 11
Substance Use, Misuse, and Abuse	
4.SUB.1 Discuss how alcohol, marijuana/cannabis, tobacco, and other substances can be addictive and cause harm to the body.	4 – 20, 24 [tobacco, alcohol] Marijuana and other drugs covered starting in Middle School
4.SUB.2 Identify the basic function of body organs and systems and how different substances can affect them.	Not covered for specific organs
4.SUB.3 Discuss the impact that alcohol, marijuana/cannabis, tobacco, and other substances can have on reaching goals.	4 – 20, 24
4.SUB.4 Demonstrate how to read medicine labels and prescription instructions.	3 – 8
4.SUB.5 Identify procedural steps in decision making around substance use.	4 – 28 [decision making in general]
4.SUB.6 Demonstrate communication skills for asserting boundaries around substance use.	4 – 22, 23
4.SUB.7 Understand that a substance use disorder is a medical condition and that there are resources in communities that can provide support, treatment, and healing.	Not covered

Grade 4 (continued)	HealthSmart Grade – Lesson
Food, Nutrition, and Physical Activity	
4.FNP.1 Identify examples of food items grown in different regions throughout the state, including in Oregon’s nine federally recognized tribes.	Not covered, could be addressed in 4 – 16, 17
4.FNP.2 Identify the functions of the six categories of nutrients: protein, carbohydrates, fats, vitamins, minerals, and water.	Specific nutrients covered in Middle School
4.FNP.3 Identify foods and beverages with high sugar content and the negative effects of too much added sugar.	3 – 17, 18 5 – 18
4.FNP.4 Describe the relationship between physical activity and the need for food and hydration.	4 – 18
4.FNP.5 Describe differences in food customs, traditions, and preparations.	Not covered explicitly, could be addressed in 4 – 16, 17
4.FNP.6 Identify internal and external influences that affect food choices and physical activities.	4 – 19 3 – 21
4.FNP.7 Describe the basic functions of the digestive system.	Not covered
4.FNP.8 Explain why some people eat or avoid certain foods, including allergies, other medical conditions, religious beliefs, and culture.	Not covered, could be addressed in 4 – 16, 17
4.FNP.9 Discuss factors that affect the availability of food, including socioeconomic status and location.	Not covered, could be addressed in 4 – 16, 17
Social, Emotional, and Mental Health	
4.SEM.1 Anticipate, reflect and evaluate the impacts of one’s choices and contributions in promoting personal, family, and community well-being.	4 – 28
4.SEM.2 Identify ways of dealing with stress, anxiety, social isolation, and depression that contribute to the well-being and mental health of self and others.	4 – 3

Grade 4 (continued)	HealthSmart Grade – Lesson
Healthy Relationships and Violence Prevention	
4.HRVP.1 Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.	4 – 14, 15
4.HRVP.2 Describe a variety of healthy ways to show and express liking or loving someone.	3 – 4
4.HRVP.3 Discuss how power and inequality influence different types of relationships and boundaries.	3 – 14, 15 5 – 7, 8
4.HRVP.4 Demonstrate ways to treat all people with dignity and respect, including people of all genders, gender expressions, and gender identities.	4 – 14, 15 3 – 5 5 – 36
4.HRVP.5 Identify the different personal boundaries and privacy needs of self and others at school, with friends, and at home.	Not covered
4.HRVP.6 Discuss communication skills to build healthy relationships and manage conflict.	4 – 5, 14, 15
4.HRVP.7 Identify situations when someone is being abused or harassed and identify people or resources to get help from.	3 – 14, 15 5 – 7, 8
4.HRVP.8 Demonstrate how to be an upstander to respond to bullying or teasing based on physical characteristics, ability, or cultural identity.	3 – 14, 15 5 – 7, 8
4.HRVP.9 Identify different behaviors that would be considered child abuse, neglect, and sexual abuse.	Focus in Grades K-5 is on bullying. Other forms of violence and abuse covered starting in Middle School.
Growth and Development	
4.GD.1 Discuss physical, emotional, neurological, and social changes associated with puberty.	4 – 25, 26
4.GD.2 Identify body care practices related to puberty, including using menstrual products.	4 – 25, 26 5 – 35 [menstruation]
4.GD.3 Discuss the importance of treating people with dignity and respect in regards to their sexual orientation, including other students, their family members, and members of the school community.	Not covered explicitly, Respect in general covered in 4 – 14, 15 3 – 5 5 – 36

Grade 4 <i>(continued)</i>	HealthSmart Grade – Lesson
Sexual and Reproductive Health	
<p>4.SRH.1 Recognize that people can show affection and care for other people in different ways, including consensual kissing, hugging, and touching.</p>	<p>Not covered explicitly, could be addressed in 4 – 26, 27</p>

Grade 5	HealthSmart Grade – Lesson
Wellness and Health Promotion	
5.WHP.1 Reflect on what the five dimensions of health (physical, social, emotional, mental, and environmental) look like for individuals, families, and communities.	5 – 1 [mental/emotional]
5.WHP.2 Explain how vaccines work to prevent an illness and reduce severe symptoms.	Not covered
5.WHP.3 Describe benefits of practicing health promoting behaviors.	5 – 2, 6, 16, 18, 20, 37 4 – 7, 8, 14
5.WHP.4 Explain ways to engage in healthy practices and behaviors that prevent or reduce oral health risks, including brushing, flossing, reducing sugary drink consumption, wearing mouth guards, and visiting a dentist.	Not covered
5.WHP.5 Practice how to talk to a healthcare provider about health concerns, including dental pain.	Not covered
5.WHP.6 Evaluate health messages depicted in the media, including in social media and in advertisements.	5 – 4, 14
5.WHP.7 Discuss how the location and environment of where people live can affect their health.	Not covered explicitly, can be addressed in 5 – 6
Safety and First Aid	
5.SFA.1 Compare and contrast safe and unsafe situations and events.	5 – 7, 10, 15 4 – 10, 11, 12
5.SFA.2 Discuss reasons why people take risks that may lead to injuries, including dental injury and concussions, and identify steps to avoid injuries.	5 – 10, 11 4 – 10, 12
5.SFA.3 Demonstrate first aid skills and skills for a range of common minor emergencies.	Not covered
5.SFA.4 Demonstrate how to identify and communicate with trusted adults to keep people safe at home, at school, and in the community.	5 – 9, 13, 15
5.SFA.5 Explain the importance of being inclusive and affirming and making accessible accommodations for people with disabilities.	Not covered
5.SFA.6 Discuss steps to take to prepare for natural disasters.	Not covered

Grade 5	HealthSmart Grade – Lesson
Safety and First Aid (<i>continued</i>)	
5.SFA.7 Describe internet safety rules and how to respond to cyberbullying and exposure to inappropriate material.	5 – 7, 8, 9
Substance Use, Misuse, and Abuse	
5.SUB.1 Recognize that substances can be addictive and harmful for adolescents during physical and neurological development.	5 – 24 [alcohol] 4 – 20 [tobacco, alcohol]
5.SUB.2 Describe how alcohol, marijuana/cannabis, tobacco, and other substances impact the human body and brain, interpersonal relationships, and decision-making.	5 – 24 [alcohol] 4 – 20 [tobacco, alcohol] Marijuana and other drugs covered starting in Middle School
5.SUB.3 Describe the appropriate use for over-the-counter and prescription medicines.	3 – 8 Medicines covered again in Middle School
5.SUB.4 Describe how substance use, misuse, and abuse can affect peoples’ abilities to reach personal goals.	5 – 24 [alcohol] 4 – 20 [tobacco, alcohol]
5.SUB.5 Discuss ways that advertising can influence alcohol, marijuana/cannabis, and tobacco use.	5 – 27 [alcohol]
5.SUB.6 Demonstrate how to use decision making steps around substance use.	5 – 29
5.SUB.7 Demonstrate refusal skills to avoid or reduce health risks around substance use.	5 – 28
5.SUB.8 Identify trusted adults to talk to about substance use, misuse, and abuse.	5 – 29, 31
5.SUB.9 Identify school policies, local, state, and federal laws related to substance use.	Not covered
Food, Nutrition, and Physical Activity	
5.FNP.1 Discuss the impact of food production and food waste on the environment.	Not covered
5.FNP.2 Demonstrate how to read food labels to determine nutrient, sugar, and sodium content.	5 – 18
5.FNP.3 Describe nutrient dense breakfasts, meals, and snacks and their impact on growth, learning, and development.	5 – 16, 18, 19

Grade 5 (continued)	HealthSmart Grade – Lesson
Food, Nutrition, and Physical Activity (continued)	
5.FNP.4 Compare and contrast the nutrition content of different beverages for hydration.	Not covered explicitly, can be addressed in 5 – 18
5.FNP.5 Identify the basic functions of the skeletal and muscular systems.	Not covered
5.FNP.6 Identify how different factors impact decision-making around food, beverages, and physical activity.	5 – 18, 19
5.FNP.7 Illustrate and describe the pathway of food during the process of digestion.	Not covered
5.FNP.8 Demonstrate how to prepare a nutritious snack or meal using sanitary food preparation and storage practices.	Not covered
Social, Emotional, and Mental Health	
5.SEM.1 Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.	Can be addressed in 5 – 12, 4 – 14, 15
5.SEM.2 Reflect on external factors and systems that may contribute to stress and anxiety, including microaggressions, and identify coping strategies.	5 – 7, 8 4 – 2, 3
5.SEM.3 Identify the benefits of talking to trusted adults about feelings and thoughts.	5 – 3 4 – 6
5.SEM.4 Identify potential impacts of social media on mental health and body image.	Covered in Middle School
5.SEM.5 Identify decision-making steps to take when deciding whether to share personal information about self or others on social media, considering the potential social, emotional, and mental health impacts.	Not covered
5.SEM.6 Analyze the impact of identity-based bullying and violence on mental health.	5 – 8, 36
Healthy Relationships and Violence Prevention	
5.HRVP.1 Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.	5 – 2, 36

Grade 5 (continued)	HealthSmart Grade – Lesson
Healthy Relationships and Violence Prevention (continued)	
5.HRVP.2 Describe how friendship and love can be expressed differently as children become adolescents.	5 – 2, 32, 33
5.HRVP.3 Identify characteristics of safe and equitable relationships.	5 – 2
5.HRVP.4 Explain the relationship between consent, personal boundaries, and bodily autonomy.	Can be addressed in 5 – 2 or 37
5.HRVP.5 Explain why it is harmful to tease or bully others based on personal abilities, characteristics, or identities.	5 – 7
5.HRVP.6 Define sexual harassment, trafficking, and domestic violence.	Focus in Grades K-5 is on bullying. Other forms of violence and abuse covered starting in Middle School.
5.HRVP.7 Identify that abuse is never a child’s fault and demonstrate how to communicate personal boundaries and report unsafe or unwanted touch.	3 – 16
Growth and Development	
5.GD.1 Describe the human sexual and reproductive system, including external and internal anatomy and basic functions.	5 – 34, 35, alternate 34/35
5.GD.2 Examine the physical, social, and emotional changes during puberty and adolescence.	5 – 32, 33, 34, 35
5.GD.3 Identify trusted adults, including parents, caregivers, and health care professionals, to ask questions about puberty and adolescent health.	5 – 38
5.GD.4 Describe the menstrual cycle and how menstrual products are used.	5 – 35
5.GD.5 Define gender identity, gender expression, gender roles, and sex assigned at birth, and sexual orientation.	5 – 36
5.GD.6 Identify trusted adults one could talk to about sexual orientation questions.	5 – 38
5.GD.7 Describe how genetics can affect personal and family health.	5 – 5

Grade 5 (continued)	HealthSmart Grade – Lesson
Sexual and Reproductive Health	
5.SRH.1 Discuss different personal, familial, and cultural values about physical and emotional intimacy.	5 – 37
5.SRH.2 Identify that pregnancy can occur in different ways, including sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.	Not covered
5.SRH.3 Define STIs, including HIV, and describe ways to prevent them, including abstinence and the human papillomavirus (HPV) vaccine.	5 – Supplemental Lesson [HIV only] STIs, including HPV vaccine, covered in Middle School