

***HealthSmart* Alignment with
Pennsylvania Academic Standards
for Health, Safety and
Physical Education**

Grades K–5

Grades K–2	HealthSmart (Grade – Lesson)
Essential Questions	
How would you know that you have managed your emotions well?	K – 2 1 – 4 2 – 3, 4
How do personal choices impact your health?	K – 5, 6, 9, 10, 12, 13, 14, 15, 16, 17, 20, 22, 29 1 – 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 21, 25, 26 2 – 5, 6, 7, 9, 10, 11, 12, 16, 17, 18, 20, 22, 26
How would you identify and choose a trusted community (adult) member to help you be healthy?	K – 3, 10, 18, 19 1 – 1, 9, 11, 17, 29 2 – 4, 25
What makes your home and community a healthy place to live, play and work?	K – 3, 9, 11, 19, 30 1 – 1, 2, 9, 11, 17, 18, 29 2 – 1, 4, 8, 9, 10, 11, 12, 15, 25
Why should you be physically active?	K – 24, 25 1 – 24, 25 2 – 20, 21, 22
What happens to our bodies when we are physically active?	K – 24 1 – 24 2 – 21, 22
What can I do to take care of myself wherever I am and when I play?	K – 10, 12, 13, 14, 15, 16, 17 1 – 9, 10, 11, 12, 13, 14, 15, 16, 19 2 – 4, 7, 9, 10, 11, 12, 15
How can I be safe in my home, school, community and during exercise?	K – 12, 13, 14, 15, 16, 17 1 – 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20 2 – 6, 9, 10, 11, 12
What can I do to be safe in any environment?	K – 10 1 – 9 2 – 13
Competencies	
Describe how identifying and managing our emotions can impact personal well-being and relationships with others through the lifespan.	K – 2 1 – 4 2 – 3, 4
Show how good nutrition, heredity, environment and healthy decisions can impact the way our body systems function.	K – 21, 22, 24, 29, 30 1 – 21, 22, 24, 25 2 – 16, 17, 18, 26
Recognize environmental factors that affect our lives.	K – 29 (secondhand smoke) 1 – 7 (dressing for weather)
Identify trusted community members who can provide valid safety and health information as well as health services and products.	K – 3, 10, 18, 19 1 – 1, 9, 11, 17, 29

Grades K–2 (continued)	HealthSmart (Grade – Lesson)
Competencies (continued)	
Show the steps in a decision-making process.	K – 20 2 – 9, 10, 11, 12, 26
Describe the effects and changes that occur to the body during moderate to vigorous physical activity.	1 – 25 2 – 20, 21
Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.	K – 24, 25 1 – 24, 25 2 – 20, 21, 22
Recognize good choices and actions (safe practices) in the home, school, community and physical activity settings.	K – 7, 8, 9, 10, 11, 12, 13, 14, 15, 13, 17, 18, 19, 20, 29 1 – 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17 2 – 9, 10, 11, 12, 26
Standards	
Interaction of Body Systems (Concepts of Health)	
10.1.K.B1, 10.1.1.B1 Identify and describe functions of basic body parts and organs.*	K – 4 (external only), 26 (lungs/breathing)
10.1.2.B1 Identify and describe functions of major body organs and systems.*	2 – 2 (in relation to growth only)
Nutrition (Concepts of Health)	
10.1.K.C1, 10.1.1.C1 Identify foods that keep our bodies healthy.	K – 22 1 – 21 (breakfast foods)
10.1.2.C1 Identify foods and the roles they have in keeping our bodies healthy.	2 – 17, 18
Alcohol, Tobacco and Chemical Substances (Concepts of Health)	
10.1.K.D1, 10.1.1.D1, 10.1.2.D1 Distinguish between healthy and unhealthy behaviors.	K – 16 (poisons), 26 (tobacco) 1 – 26, 27 (tobacco) 2 – 23, 24 (tobacco)
Health Problems and Disease Prevention (Concepts of Health)	
10.1.K.E1, 10.1.1.E1, 10.1.2.E1 Identify and discuss common health problems and risk factors.	K – 7 (signals of illness) 2 – 5 (cold prevention)
Health Practices, Products and Services (Healthful Living)	
10.2.K.A1, 10.2.1.A1 Identify fundamental practices for good health.	K – 5 (dental care), 6 (hygiene) 1 – 5 (hygiene), 6 (dental care), 7 (dressing for weather), 8 (sleep)
10.2.2.A1 Identify personal hygiene practices and community helpers for good health.	2 – 5, 6, 7, 8
Health and the Environment (Healthful Living)	
10.2.K.E1, 10.2.1.E1, 10.2.2.E1 Identify environmental factors that affect health.	K – 29 (secondhand smoke) 1 – 7 (dressing for weather)

Grades K–2 (continued)	HealthSmart (Grade – Lesson)
Standards (continued)	
Safe and Unsafe Practices (Safety and Injury Prevention)	
10.3.K.A1, 10.3.1.A1, 10.3.2.A1 Recognize safe and unsafe practices.	K – 11 (bullying), 12, 13, 14 (pedestrian); 15 (car), 16 (poisons), 17 (firearms), 20 (decision making) 1 – 10, 11 (pedestrian); 12 (car); 13 (bus), 14 (playground), 15 (fire), 18 (bullying), 20 (unsafe touch) 2 – 9 (pedestrian), 10 (passenger), 11 (water), 12 (bike), 14 (bullying)
Emergency Responses (Safety and Injury Prevention)	
10.3.K.B1, 10.3.1.B1, 10.3.2.B1 Recognize emergency situations and discuss appropriate responses.	K – 18, 19 1 – 16 (fire), 17

* *HealthSmart* does not cover body systems except in the context of how they relate to the practice of healthy behaviors.

Grade 3	HealthSmart (Grade – Lesson)
Essential Questions	
How would you know that you have managed your emotions well?	3 – 2
How do personal choices impact your health?	3 – 3, 4, 6, 8, 9, 13, 15, 17, 18, 19, 20, 23, 26
How would you identify and choose a trusted community (adult) member to help you be healthy?	3 – 1, 2, 3, 6, 8, 13, 15, 16
What makes your home and community a healthy place to live, play and work?	3 – 9, 15
Why should you be physically active?	3 – 23, 24
What happens to our bodies when we are physically active?	3 – 23
What can I do to take care of myself wherever I am and when I play?	3 – 6, 9, 10, 11, 12
How can I be safe in my home, school, community and during exercise?	3 – 6, 9, 10, 11, 12
What can I do to be safe in any environment?	3 – 13
Competencies	
Describe how identifying and managing our emotions can impact personal well-being and relationships with others through the lifespan.	3 – 2, 3, 4
Show how good nutrition, heredity, environment and healthy decisions can impact the way our body systems function.	3 – 17, 18, 19, 20 (all nutrition only)
Recognize environmental factors that affect our lives.	3 – 6, 7 (infectious disease/germs); 21 (influences on food choices)
Identify trusted community members who can provide valid safety and health information as well as health services and products.	3 – 1, 2, 3, 6, 8, 13, 15, 16
Show the steps in a decision-making process.	3 – 13 (safety), 26 (tobacco/alcohol use)
Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.	3 – 23, 24
Describe the effects and changes that occur to the body during moderate to vigorous physical activity.	3 – 23
Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.	3 – 23, 24
Recognize good choices and actions (safe practices) in the home, school, community and physical activity settings.	3 – 9, 10, 11

Grade 3 (continued)	HealthSmart (Grade – Lesson)
Standards	
Concepts of Health	
10.1.3.A Identify and describe the stages of growth and development: infancy, childhood, adolescence, adulthood, late adulthood.	2 – 2 (growth from infancy to childhood) Content on puberty begins in Grade 4.
10.1.3.B Identify and know the location and function of the major body organs and systems: circulatory, respiratory, muscular, skeletal, digestive.	<i>HealthSmart</i> does not cover body systems except in the context of how they relate to the practice of healthy behaviors.
10.1.3.C Explain the role of the food guide pyramid in helping people eat a healthy diet: food groups, number of servings, variety of food, nutrients.	3 – 17 (healthy foods in general) Food guide instruction (MyPlate) begins in Grade 4.
10.1.3.D Know age appropriate drug information: definition of drugs, effects of drugs, proper use of medicine, healthy/unhealthy risk-taking (e.g., inhalant use, smoking), skills to avoid drug use.	3 – 8 (medicines), 25 (tobacco/alcohol), 26 (choosing to be drug free), 27, 28, 29 (refusal skills)
10.1.3.E Identify types and causes of common health problems of children: infectious diseases, noninfectious diseases, germs, pathogens, heredity.	3 – 6, 7 (infectious disease/germs)
Healthful Living	
10.2.3.A Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.	3 – 6, 7
10.2.3.B Identify health-related information: signs and symbols, terminology, products and services.	3 – 8 (medicines)
10.2.3.C Identify media sources that influence health and safety.	3 – 21 (on food choices), 28 (on drug use)
10.2.3.D Identify the steps in a decision-making process.	3 – 13 (safety), 26 (tobacco/alcohol use)
10.2.3.E Identify environmental factors that affect health.	Not covered
Safety and Injury Prevention	
10.3.3.A Recognize safe/unsafe practices in the home, school and community: general, modes of transportation, outdoor, safe around people.	3 – 9, 10, 11, 12 (fire, transportation, play); 14, 15 (bullying); 16 (unsafe touch)
10.3.3.B Recognize emergency situations and explain appropriate responses: importance of remaining calm, how to call for help, simple assistance procedures, how to protect self.	3 – 13
10.3.3.C Recognize conflict situations and identify strategies to avoid or resolve: walk away, I-statements, refusal skills, adult intervention.	4 – 14, 15 Conflict resolution is covered in Grade 4.

Grade 3 (continued)	HealthSmart (Grade – Lesson)
Safety and Injury Prevention (continued)	
10.3.3.D Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).	3 – 10, 11, 12 4 – 11
Physical Activity	
10.4.3.A Identify and engage in physical activities that promote physical fitness and health.	3 – 23, 24
10.4.3.B Know the positive and negative effects of regular participation in moderate to vigorous physical activities.	3 – 23, 24
10.4.3.C Know and recognize changes in body responses during moderate to vigorous physical activity: heart rate, breathing rate.	3 – 23, 24
10.4.3.D Identify likes and dislikes related to participation in physical activities.	3 – 23, 24
10.4.3.E Identify reasons why regular participation in physical activities improves motor skills.	3 – 23, 24 (would need to make explicit in relation to motor skills)
10.4.3.F Recognize positive and negative interactions of small group activities: roles, cooperation/sharing, on task participation.	<i>HealthSmart</i> features many small-group activities in which students work together and take on different roles.

Grade 4	HealthSmart (Grade – Lesson)
Essential Questions	
How would you describe the impact that communication and goal-setting have on life?	4 – 4, 6, 9, 15, 22, 23, 26, 27
What can you observe and infer about the way your personal choices affect the functioning of the body?	4 – 1, 3 (stress); 7 (healthy habits); 8 (eyes/ears); 11 (injury); 16 (eating); 18 (activity); 20 (tobacco/alcohol use)
What choices should you make to act and grow responsibly?	4 –25, 26, 27, 28
What can we do to improve our health and environment?	4 –3, 7, 8, 12
How does participating in physical activity affect you?	4 – 18, 19
How can exercise be used to improve health and fitness?	4 - 18
What can I do to be safe in the home, school, community and during exercise?	4 – 10, 11, 12
What are some choices and actions I can use to be safe in the home, school and community?	4 – 10, 11, 12
What safe habits can I use during exercise?	4 – 11
How can I prepare my body for safe physical activity?	4 – 11
Competencies	
Summarize the impact of communication and goal-setting skills on relationships, education and socioeconomic status.	4 – 9, 13, 15, 19
Select healthy attitudes and habits that promote individual growth and responsible decision making.	4 – 3, 7, 8, 9, 12, 19, 28
Clarify the relationships among stress, peer pressure, nutritional factors and personal choices such as avoiding risky use of drugs, with well-functioning body systems and disease prevention.	4 – 1, 3, 7, 8, 13, 16, 17, 20, 21, 22, 28
Identify factors that positively and negatively impact both our health and environment.	4 – 1, 2, 21
Identify, assess and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.	4 – 18, 19
Demonstrate how to use good choices and actions (safe practices) in the home, school and community.	4 – 11, 12, 13, 15

Grade 4 (continued)	HealthSmart (Grade – Lesson)
Standards	
Concepts of Health	
10.1.6.A Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes: education, socioeconomic.	4 – 25, 26
10.1.6.B Identify and describe the structure and function of the major body systems: nervous, muscular, integumentary, urinary, endocrine, reproductive, immune.	<i>HealthSmart</i> does not cover body systems except in the context of how they relate to the practice of healthy behaviors.
10.1.6.C Analyze nutritional concepts that impact health: caloric content of foods, relationship of food intake and physical activity (energy output), nutrient requirements, label reading, healthful food selection.	4 – 16, 17 (MyPlate); 18, 19 (activity). Food Labels covered beginning in Grade 5.
10.1.6.D Explain factors that influence childhood and adolescent drug use: peer influence; body image; social acceptance; stress; media influence; decision-making/refusal skills; rules regulation and laws; consequences.	4 - 21
10.1.6.E Identify health problems that can occur throughout life and describe ways to prevent them: diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease), preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active).	Covered in 5 – 5, 6 and Middle School.
Healthful Living	
10.2.6.A Explain the relationship between personal health practices and individual well-being: immunizations, health examinations.	4 – 7, 8 Health exam not covered until Grade 5 puberty lessons and Middle School
10.2.6.B Explain the relationship between health-related information and consumer choices: dietary guidelines/food selection, sun exposure guidelines/ sunscreen selection	4 – 7 (sun exposure), 16, 17 (dietary guidelines)
10.2.6.C Explain the media's effect on health and safety issues.	4 – 21 (on drug use)
10.2.6.D Describe and apply the steps of a decision-making process to health and safety issues.	4 – 13 (dares), 14 (conflict), 28
10.2.6.E Analyze environmental factors that impact health: indoor air quality (e.g., second- hand smoke, allergens); chemicals, metals, gases (e.g., lead, radon, carbon monoxide); radiation; natural disasters	Not covered

Grade 4 (continued)	HealthSmart (Grade – Lesson)
Safety and Injury Prevention	
10.3.6.A Explain and apply safe practices in the home, school and community: emergencies (e.g., fire, natural disasters); personal safety (e.g., home alone, latch key, harassment); communication (e.g., telephone, Internet); violence prevention (e.g., gangs, weapons)	4 –11 (fire, home, transportation, play); 12 (risks); 15 (conflict resolution)
10.3.6.B Know and apply appropriate emergency responses: basic first aid, Heimlich maneuver, universal precautions	<i>HealthSmart</i> does not cover first aid.
10.3.6.C Describe strategies to avoid or manage conflict and violence: anger management, peer mediation, reflective listening, negotiation	4 – 14, 15
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.	4 – 11
Physical Activity	
10.4.6.A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	4 – 18, 19
10.4.6.B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.	4 – 18
10.4.6.C Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity: heart rate monitoring, checking blood pressure, fitness assessment	4 – 19 (would have to add as part of goal-setting process and tracking progress)

Grade 5	HealthSmart (Grade – Lesson)
Essential Questions	
How would you describe the impact that communication and goal-setting have on life?	5 – 3, 22, 23, 28, 30, 31
What can you observe and infer about the way your personal choices affect the functioning of the body?	5 – 5, 6, 16, 17, 18, 19, 20, 21, 24, 34, 35
What choices should you make to act and grow responsibly?	5 – 6, 9, 12, 13, 15, 29, 33, 37
What can we do to improve our health and environment?	5 – 6, 9, 15, 19,
How does participating in physical activity affect you?	5 – 20, 21
How can exercise be used to improve health and fitness?	5 – 20, 21, 22, 23
What can I do to be safe in the home, school, community and during exercise?	5 – 9, 12, 13, 31
What are some choices and actions I can use to be safe in the home, school and community?	5 – 9, 12, 31
What safe habits can I use during exercise?	5 – 20, 21, 22, 23 (would need to incorporate into concepts taught and goal review)
How can I prepare my body for safe physical activity?	5 – 20, 21, 22, 23 (would need to incorporate into concepts taught and goal review)
Competencies	
Summarize the impact of communication and goal-setting skills on relationships, education and socioeconomic status.	5 – 3, 23, 30
Select healthy attitudes and habits that promote individual growth and responsible decision making.	5 – 1, 6, 15, 16, 18, 19, 20, 25, 29, 37
Clarify the relationships among stress, peer pressure, nutritional factors and personal choices such as avoiding risky use of drugs, with well-functioning body systems and disease prevention.	5 – 6, 18, 19, 26, 28
Identify factors that positively and negatively impact both our health and environment.	5 – 6, 18, 19, 25, 26, 27
Identify, assess and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.	5 – 20, 21, 22, 22
Demonstrate how to use good choices and actions (safe practices) in the home, school and community.	5 – 9, 12, 13, 31

Grade 5 (continued)	HealthSmart (Grade – Lesson)
Standards	
Concepts of Health	
10.1.6.A Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes: education, socioeconomic.	5 – 32, 33, 34, 35
10.1.6.B Identify and describe the structure and function of the major body systems: nervous, muscular, integumentary, urinary, endocrine, reproductive, immune.	<i>HealthSmart</i> does not cover body systems except in the context of how they relate to the practice of healthy behaviors.
10.1.6.C Analyze nutritional concepts that impact health: caloric content of foods, relationship of food intake and physical activity (energy output), nutrient requirements, label reading, healthful food selection.	5 – 16, 17, 18, 19 (healthy eating); 20, 21 (activity)
10.1.6.D Explain factors that influence childhood and adolescent drug use: peer influence; body image; social acceptance; stress; media influence; decision-making/refusal skills; rules regulation and laws; consequences.	5 – 25, 26, 27, 28, 29, 30
10.1.6.E Identify health problems that can occur throughout life and describe ways to prevent them: diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease), preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active).	5 – 5, 6
Healthful Living	
10.2.6.A Explain the relationship between personal health practices and individual well-being: immunizations, health examinations.	5 – 6, 35, 36
10.2.6.B Explain the relationship between health-related information and consumer choices: dietary guidelines/food selection, sun exposure guidelines/ sunscreen selection	5 – 16, 17 (dietary guidelines) Sun exposure covered in Grade 4
10.2.6.C Explain the media's effect on health and safety issues.	5 – 14 (on violence), 27 (alcohol use)
10.2.6.D Describe and apply the steps of a decision-making process to health and safety issues.	5 – 12 (fights), 19 (alcohol use)
10.2.6.E Analyze environmental factors that impact health: indoor air quality (e.g., second- hand smoke, allergens); chemicals, metals, gases (e.g., lead, radon, carbon monoxide); radiation; natural disasters	Not covered

Grade 5 (continued)	HealthSmart (Grade – Lesson)
Safety and Injury Prevention	
10.3.6.A Explain and apply safe practices in the home, school and community: emergencies (e.g., fire, natural disasters); personal safety (e.g., home alone, latch key, harassment); communication (e.g., telephone, Internet); violence prevention (e.g., gangs, weapons)	5 –3 (communication), 9 (bullying), 12 (fighting), 13 (getting help)
10.3.6.B Know and apply appropriate emergency responses: basic first aid, Heimlich maneuver, universal precautions	<i>HealthSmart does not cover first aid.</i>
10.3.6.C Describe strategies to avoid or manage conflict and violence: anger management, peer mediation, reflective listening, negotiation	5 – 3, 9, 12, 15
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.	5 – 20, 21, 22, 23 (would need to incorporate into concepts taught and goal review)
Physical Activity	
10.4.6.A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	5 – 20, 21, 22, 23
10.4.6.B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.	5 – 20, 21
10.4.6.C Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity: heart rate monitoring, checking blood pressure, fitness assessment	5 – 22, 23 (would have to add as part of goal-setting process and tracking progress)