

HealthSmart Alignment with South Carolina Standards for Health and Safety Education



TABLE OF CONTENTS

[Grade K](#)
[Grade 1](#)

[Grade 2](#)
[Grade 3](#)

[Grade 4](#)
[Grade 5](#)

GRADES K–5

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Alcohol, Tobacco, and Other Drugs			
D-K.1.1 Define the terms <i>drug</i> and <i>medicine</i> .	Can be addressed in 7		
D-K.1.2 Distinguish between medicines and other substances that may look like medicines.	Can be addressed in 7		
D-K.1.3 Identify ways that alcohol, tobacco, and other drugs (ATOD) and medicines can be helpful or harmful.*	26, 27 [tobacco]		
D-K.1.4 Identify warning symbols on medicines, household cleaners, and yard chemicals.	Can be addressed in 16		
D-K.1.5 Explain ways to identify safe adults from whom children can safely take medicine.	7		
*Grades K–2 focus on tobacco; Grades 3 and 4 focus on tobacco and alcohol; Grade 5 focuses on alcohol.			
Growth, Development, and Sexual Health and Responsibility			
G-K.1.1 Name the major body parts.	4		
G-K.1.2 Name the five senses and describe what they do.	Not covered		
G-K.1.3 Name ways children grow and change, mentally, emotionally, socially, and physically.			2
G-K.1.4 Explain how families are alike and different.		2	
Injury Prevention and Safety			
I-K.1.1 Identify ways to prevent common childhood injuries at home, school, or in the environment.	12, 13, 14, 15, 16, 17		
I-K.1.2 Identify when to call 911 with a specific emergency situation.	19		
I-K.1.3 Name ways to stay safe and set and respect boundaries around others (e.g., family, peers, friends, acquaintances, strangers).	10		
I-K.1.4 Explain what a person should do to deal with a minor injury (e.g., cut, scrape, and nosebleed).	8		
Mental, Emotional, and Social Health			
M-K.1.1 Define different feelings (e.g., happy, sad, angry).	2		
Nutrition and Physical Activity			
N-K.1.1 Explain why the body needs food, including breakfast, and water.	21		
N-K.1.2 Define the terms <i>healthy foods</i> .	22		
N-K.1.3 Explain why the body needs daily physical activity.	24, 25		
Personal and Community Health			
P-K.1.1 Define the term <i>germs</i> .	6		
P-K.1.2 Define the terms <i>health</i> , <i>health behaviors</i> , <i>health checkups</i> , and <i>health risks</i> .	Not specifically covered		
P-K.1.3 Name behaviors that affect personal health (e.g., bathing; washing hands; eating healthy foods).	5, 6, 22, 24		

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Standard 1 (continued)			
Personal and Community Health (continued)			
P-K.1.4 Explain why it is important to brush the teeth and go to a dentist.	5		
P-K.1.5 Explain why getting enough sleep is important.		8	
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.			
Injury Prevention and Safety			
I-K.2.1 Identify ways that family and friends can help a person stay safe and avoid injury.	3, 10		
I-K.2.2 Discuss ways to stay safe online.	Not covered		
Nutrition and Physical Activity			
N-K.2.1 Identify how family and friends influence healthy food choices.	Can be addressed in 22		
Personal and Community Health			
P-K.2.1 Identify how the family influences personal health practices and behaviors.	3		
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.			
Injury Prevention and Safety			
I-K.3.1 Identify community helpers and safe adults who can help them stay safe in a variety of situations.	3, 7, 8, 9, 10, 11, 18		
Personal and Community Health			
P-K.3.1 Discuss why medical checkups and dental checkups are needed for a person to stay healthy.	5 [dental]		
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.			
Alcohol, Tobacco, and Other Drugs			
D-K.4.1 Demonstrate ways to say “no” to alcohol and tobacco.	29		
Injury Prevention and Safety			
I-K.4.1 Demonstrate how to make an emergency phone call.	19		
I-K.4.2 Explain ways to identify safe adults in order to tell when someone is in need of help, feels threatened, or has been harmed.	10, 19		
Mental, Emotional, and Social Health			
M-K.4.1 Name and demonstrate healthy ways to express needs, wants, and feelings.	1, 2, 3, 9, 10		

HEALTH STANDARDS		GRADE K	GRADE 1	GRADE 2
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.				
Injury Prevention and Safety				
I-K.5.1	Identify situations that require action to protect personal safety at home and in the community.	12, 13, 14, 15, 16, 17		
I-K.5.2	Identify situations that require action to protect personal safety online (e.g., never put any identification or pictures online).	Not covered		
I-K.5.3	Describe situations that require action to protect personal safety on the playground (e.g., following the rules).		14	
Mental, Emotional, and Social Health				
M-K 5.1	Demonstrate the ability to cooperate with others (e.g., sharing, listening, taking turns).	1 [Also demonstrated in group work throughout the lessons]		
M-K 5.2	Discuss potential dangers of secret keeping and who to tell if a secret makes you uncomfortable.		20	
Nutrition and Physical Activity				
N-K.5.1	Demonstrate steps taken when selecting healthy foods.	22		
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.				
Nutrition and Physical Activity				
N-K.6.1	Set a goal to be active at recess.	25		
N-K.6.2	Set a goal to reduce screen time.	Could be included in 25		
Personal and Community Health				
P-K.6.1	Set a goal to brush teeth twice a day.	5		
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.				
Injury Prevention and Safety				
I-K.7.1	Describe fire safety rules for home and school.		15, 16	
I-K.7.2	Demonstrate ways to be safe as a pedestrian and as a passenger in a car and in a bus.	13, 14, 15		
Personal and Community Health				
P-K.7.1	Identify practices that promote personal health and practices that prevent the spread of disease.	5, 6		
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.				
No performance indicators for this Standard at Grade K.				

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Alcohol, Tobacco, and Other Drugs			
D-1.1.1	Define the term <i>immunizations</i> .	Not covered	
D-1.1.2	Identify harmful and helpful drugs, including medicines and immunizations.		6 [medicines]
D-1.1.3	Describe the effects of alcohol, tobacco, and other drugs (ATOD) on a person's health.*	26	
D-1.1.4	Identify the effects of smoking on the body, including firsthand and secondhand smoke.	26	
*Grades K–2 focus on tobacco; Grades 3 and 4 focus on tobacco and alcohol; Grade 5 focuses on alcohol.			
Growth, Development, and Sexual Health and Responsibility			
G-1.1.1	Identify the major body parts and their functions.	Not covered	
G-1.1.2	Identify the major organs of the body and their functions.	Not covered	
G-1.1.3	Identify the major bones in the skeletal system.	Not covered	
Injury Prevention and Safety			
I-1.1.1	Describe the difference between safe and unsafe contact that may occur between a child and an adult or a peer.	20	
Mental, Emotional, and Social Health			
M-1.1.1	Identify good character traits (e.g., honesty, respect for self, respect for others, dependability, responsibility).	1	3 [in context of friendships]
M-1.1.2	Describe characteristics that are positive about yourself.	1	2
M-1.1.3	Identify ways that individuals are unique.	1	2
Nutrition and Physical Activity			
N-1.1.1	Identify the food groups.	21	
N-1.1.2	Explain the importance of choosing healthy foods and beverages, including water.	22	
N-1.1.3	Define a food label.	Covered in Grades 3–5	
N-1.1.4	Identify food portions that are appropriate for children.	Can be addressed in 21	
N-1.1.5	List ways to be physically active every day.	24, 25	
Personal and Community Health			
P-1.1.1	Identify behaviors that prevent or promote personal health.	5, 6, 7, 8, 21, 22, 24, 27	
P-1.1.2	Explain how germs are spread (e.g., not washing hands or not covering mouth when sneezing or coughing).	5	
P-1.1.3	Explain why brushing teeth keeps the mouth healthy.	6	
P-1.1.4	Identify common illnesses and conditions (e.g., allergies, asthma, colds, flu).	Can be addressed in 5	
P-1.1.5	Define the term <i>environment</i> .	Not covered	
P-1.1.6	Explain how a clean environment protects health.	Not covered	

HEALTH STANDARDS		GRADE K	GRADE 1	GRADE 2
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.				
Injury Prevention and Safety				
I-1.2.1	Identify how media and technology can positively and negatively influence mental, emotional, social, and physical health.	Covered in Grades 3–5		
Mental, Emotional, and Social Health				
M-1.2.1	List ways that family and friends influence feelings.		2, 3, 4	
Nutrition and Physical Activity				
N-1.2.1	List ways that a person's family and friends can influence children's food choices and physical activity.		Can be addressed in 21, 22	
Personal and Community Health				
P-1.2.1	Identify ways that a person's family, friends, and school can support children's health practices and behaviors.		2, 13, 14, 16, 18, 27, 29	
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.				
Alcohol, Tobacco, and Other Drugs				
D-1.3.1	Explain ways to identify safe adults at home, at school, and in the community who can answer questions about drugs.		29	
Personal and Community Health				
P-1.3.1	Explain ways to identify safe adults at home, at school, and in the community that one should contact when one needs health-related support.		1, 9, 11, 17, 18, 29	
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.				
Alcohol, Tobacco, and Other Drugs				
D-1.4.1	Demonstrate ways to say "no" to ATOD.		27, 28	
		Drug refusals practice begins in Grade 3		
Injury Prevention and Safety				
I-1.4.1	Recite safe things to say and not to say when talking on the telephone or when someone comes to the house.	Not covered		
I-1.4.2	Demonstrate how to make an emergency phone call.		17	
I-1.4.3	Discuss ways to get along with others and avoid conflict at home and school.		3, 18	
Personal and Community Health				
P-1.4.2	Demonstrate listening skills to enhance health.	1		

HEALTH STANDARDS		GRADE K	GRADE 1	GRADE 2
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.				
Injury Prevention and Safety				
I-1.5.1	Discuss situations that require action to protect personal safety at home.		9, 15	
I-1.5.2	Review situations that require action to protect personal safety at school.		13, 14, 18	
I-1.5.3	Review situations that require action to protect personal safety online.	Not covered		
I-1.5.4	Review situations that require action to protect personal safety in the community		10, 11, 12	
I-1.5.5	Review situations that require action to protect personal safety on the playground.		14	
Nutrition and Physical Activity				
N-1.5.1	Demonstrate the steps taken when selecting healthy foods.		21, 23	
Personal and Community Health				
P-1.5.1	Identify ways to make decisions that enhance health.	20		9, 10, 11, 12, 26
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.				
Nutrition and Physical Activity				
N-1.6.1	Set a goal to consume healthy foods and beverages, including water.		23	
N-1.6.2	Set a goal to reduce screen time and be physically active every day.		25	
Personal and Community Health				
P-1.6.1	Identify a short-term personal health goal and take action toward achieving the goal.		8, 23	
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.				
Injury Prevention and Safety				
I-1.7.1	Identify safety rules at home.		15, 16, 29	
I-1.7.2	Identify safety rules at school.		13, 14	
I-1.7.3	Identify safety rules for dealing with situations in the community.		10, 11, 12	
Mental, Emotional, and Social Health				
M-1.7.1	Describe appropriate ways to express personal feelings.		4	
M-1.7.2	Discuss ways to become a good friend.		3	
Personal and Community Health				
P-1.7.1	List behaviors to keep the mouth healthy.		6	
P-1.7.2	Describe ways to protect the environment.	Not covered		

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.			
Alcohol, Tobacco, and Other Drugs			
D-1.8.1 Encourage family members and peers to say “no” to ATOD.		28	
Nutrition and Physical Activity			
N-1.8.1 Encourage family members and peers to be physically active.		25	

HEALTH STANDARDS	GRADE 1	GRADE 2	GRADE 3
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Alcohol, Tobacco, and Other Drugs			
D-2.1.1 Describe ways that alcohol, tobacco, and other drugs (ATOD) can be harmful.*		23	
D-2.1.2 Explain the difference between over-the-counter (OTC) and prescription drugs.		6	
D-2.1.3 Describe how medicines and immunizations help fight disease.		6 [medicines]	
*Grades K–2 focus on tobacco; Grades 3 and 4 focus on tobacco and alcohol; Grade 5 focuses on alcohol.			
Growth, Development, and Sexual Health and Responsibility			
G-2.1.1 Locate bones in the skeletal system.		Not covered	
G-2.1.2 Describe the parts of the circulatory system and their function.		Not covered	
G-2.1.3 Identify examples of what occurs in the stages of growth and development in childhood		2	
Injury Prevention and Safety			
I-2.1.1 Define the term <i>first aid</i> .		Not covered	
I-2.1.2 Discuss first aid for minor injuries (e.g., cuts, burns, insect stings, poisons).		HealthSmart does not cover hands-on first-aid procedures	
I-2.1.3 Define bullying and what it means to be a bystander		14	
Mental, Emotional, and Social Health			
M-2.1.1 Define the terms <i>mental health</i> , <i>emotional health</i> , and <i>social health</i> .			1
M-2.1.2 Discuss ways to be a good friend.	3		
M-2.1.3 Describe good character traits (e.g., honesty, respect for self, respect for others, dependability, responsibility).		Can be addressed in 2	4
Nutrition and Physical Activity			
N-2.1.1 Identify eating behaviors that promote health, including oral health.		7, 17, 18	
N-2.1.2 Identify physical activities that promote the key components of health-related fitness.		20, 21	
N-2.1.3 Explain the importance of limiting one's screen time and increasing physical activity.		20, 21	
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.			
Alcohol, Tobacco, and Other Drugs			
D-2.2.1 Explain ways that family, friends, and the media influence an individual's use of ATOD both positively and negatively.		25	
Injury Prevention and Safety			
I-2.2.1 Describe ways that family, friends, and the media can help a person stay safe and avoid injury.		13	

HEALTH STANDARDS	GRADE 1	GRADE 2	GRADE 3
Standard 2 (continued)			
Nutrition and Physical Activity			
N-2.2.1 Describe ways that the media, school, and community influence an individual's food choices both positively and negatively.		Can be addressed in 19	21
N-2.2.2 Describe ways that the media, school, and community influence an individual's physical activity both positively and negatively.		Can be addressed in 20	
Personal and Community Health			
P-2.2.1 Identify ways that family, friends, school, community, and the media influence an individual's health practices and behaviors both positively and negatively.		1, 2, 14, 25	
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.			
Alcohol, Tobacco, and Other Drugs			
D-2.3.1 Explain ways to identify safe adults in the school and community from whom students can safely take medicine.		6	
Nutrition and Physical Activity			
N-2.3.1 Locate places where children and families can be physically active.		20, 21	
Personal and Community Health			
P-2.3.1 Discuss ways to identify safe adults who can help promote a person's health.		4, 14, 25	
P-2.3.2 Describe what happens when someone goes to a dentist.	Can be addressed in 6		
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.			
Injury Prevention and Safety			
I-2.4.1 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.		15	
I-2.4.2 Demonstrate ways to tell a safe adult when someone is in need of help, feels threatened, or has been harmed.		15	
Mental, Emotional, and Social Health			
M-2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.		4	
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.			
Mental, Emotional, and Social Health			
M-2.5.1 Describe how to choose friends with good character traits.	3		4
Nutrition and Physical Activity			
N-2.5.1 Demonstrate how to make healthy food choices.		17, 18, 19	
Personal and Community Health			
P-2.5.1 Identify situations when a health-related decision is needed.		9, 10, 11, 12, 26	

HEALTH STANDARDS	GRADE 1	GRADE 2	GRADE 3
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.			
Injury Prevention and Safety			
I-2.6.1	Develop a personal safety plan to prevent or reduce injury.	13	
Nutrition and Physical Activity			
N-2.6.1	Set a goal to eat the recommended amount of fruits and vegetables every day.	19	
N-2.6.2	Set a goal to participate regularly in active play and enjoyable physical activities.	21	
N-2.6.3	Set a goal to limit sugary foods and drinks.	Implied in 19	
Personal and Community Health			
P-2.6.1	Identify a long-term personal health goal and take action toward achieving the goal.	13, 19, 21	
P-2.6.2	Identify who can help when assistance is needed to achieve a personal health goal.	13, 19, 21	
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.			
Injury Prevention and Safety			
I-2.7.1	Discuss safety rules at home.	6	
I-2.7.2	Discuss safety rules at school.	15	
I-2.7.3	Identify safety rules in the community.	9, 10, 11, 12	
Mental, Emotional, and Social Health			
M-2.7.1	Demonstrate healthy ways to reduce stress.	Covered in Grade 4	
Nutrition and Physical Activity			
N-2.7.1	Demonstrate healthy food and beverage choices for meals and snacks.	19	
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.			
Alcohol, Tobacco, and Other Drugs			
D-2.8.1	Encourage friends and family members to make positive choices regarding use of ATOD.	26	
Injury Prevention and Safety			
I-2.8.1	Demonstrate ways to encourage family and friends to practice safe behaviors.	Can be addressed in 9, 10, 11, 12	
Nutrition and Physical Activity			
N-2.8.1	Encourage family members and friends to eat healthy foods and beverages as well as to be physically active.	18, 22	
Personal and Community Health			
P-2.8.1	Encourage others to protect and improve the environment.	Not covered	

HEALTH STANDARDS	GRADE 2	GRADE 3	GRADE 4
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Alcohol, Tobacco, and Other Drugs			
D-3.1.1	Identify the basic parts of the respiratory system (e.g., lungs, bronchioles, diaphragm).	Not covered	
D-3.1.2	Discuss ways that alcohol, tobacco, and other drugs (ATOD) can harm an individual's physical, mental, and social health.*	25	
D-3.1.3	Define over-the-counter (OTC) and prescription drugs.	8	
D-3.1.4	Explain the difference between the use, misuse, and abuse of drugs.	8 [add specific terms if needed]	
D-3.1.5	Define the term <i>refusal skills</i> .	29 [add specific definition]	
*Grades K–2 focus on tobacco; Grades 3 and 4 focus on tobacco and alcohol; Grade 5 focuses on alcohol.			
Growth, Development, and Sexual Health and Responsibility			
G-3.1.1	Identify physical signs of growth and change that occur during childhood.	2	
G-3.1.2	Identify the four stages of the life cycle (e.g., infancy, childhood, adolescence, adulthood).	Not covered	
G-3.1.3	Identify major parts of the muscular system (e.g., heart, biceps, triceps, quadriceps).	Not covered	
G-3.1.4	Identify the major parts of the digestive system (e.g., esophagus, intestine, mouth, stomach).	Not covered	
Injury Prevention and Safety			
I-3.1.1	Identify ways to prevent poisoning.		Can be addressed in 1011
I-3.1.2	Describe the characteristics of violent and unsafe behaviors.	14, 15	
Mental, Emotional, and Social Health			
M-3.1.1	Identify examples of mental, emotional, social, and physical health.	1	
M-3.1.2	Define the term <i>peer pressure</i> .	28	
M-3.1.3	Identify healthy ways to communicate (e.g., verbal, nonverbal, written).	4	
M-3.1.4	Explain grief and discuss ways to deal with loss.	2	4
Nutrition and Physical Activity			
N-3.1.1	Define the six essential nutrients and calories.	Covered in Middle School	
N-3.1.2	Use the current federal <i>Dietary Guidelines for Americans</i> to identify the number of servings from each food group that children need daily.		17
N-3.1.3	Categorize food choices by food group.		16, 17
N-3.1.4	Identify ways to handle and store foods safely.	Covered in Middle School	
N-3.1.5	Explain ways to be physically active daily and limit screen time.	23, 24	
N-3.1.6	Explain health-related fitness and skill-related fitness.	Not covered specifically	

HEALTH STANDARDS	GRADE 2	GRADE 3	GRADE 4
Standard 1 (continued)			
Personal and Community Health			
P-3.1.1 Define the term <i>wellness</i> .		1 [add specific definition]	
P-3.1.2 Examine types of chronic and communicable diseases.		6 [communicable]	
	Chronic disease covered in Grade 5		
P-3.1.3 Discuss wellness practices that keep the body healthy.		6, 7	7, 8
P-3.1.4 Describe ways in which a safe and healthy school and community environment can promote personal health.		9, 10, 11, 13, 14, 15	
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.			
Alcohol, Tobacco, and Other Drugs			
D-3.2.1 Explain how family, peers, and the media can influence an individual's ATOD use.		28	
Injury Prevention and Safety			
I-3.2.1 Examine media messages that are related to violence and risk behaviors.	Covered in Grade 5		
I-3.2.2 Explain how peers can influence the way an individual handles conflict.		4	14
Mental, Emotional, and Social Health			
M-3.2.1 Identify sources that both positively and negatively influence an individual's mental, emotional, and social health behaviors.		1, 3, 4, 5	
M-3.2.2 Identify ways that the media influences an individual's self-concept and health behaviors.		Can be addressed in 5	
Nutrition and Physical Activity			
N-3.2.1 Identify the various strategies used by the media to influence food choices and physical activity.		21	
Personal and Community Health			
P-3.2.1 Discuss ways that media messages influence personal health.		21, 28	
P-3.2.2 Discuss ways that the environment influences personal and community health.	Not covered		
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.			
Injury Prevention and Safety			
I-3.3.1 Identify school and community resources as well as services that contribute to a safe and healthy environment.		9, 10, 11	
Nutrition and Physical Activity			
N-3.3.1 Identify places to access accurate information on healthy eating and physical activity.	Covered in Middle School		
N-3.3.2 Describe the nutrition information that is found on food labels.	Covered in Middle School		

HEALTH STANDARDS	GRADE 2	GRADE 3	GRADE 4
Standard 3 (continued)			
Personal and Community Health			
P-3.3.1 Use technology to find reliable health information.	Covered in Grade 5		
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.			
Injury Prevention and Safety			
I-3.4.1 Demonstrate nonviolent strategies to manage or resolve conflicts.			14, 15
I-3.4.2 Define consent (e.g., by sharing a personal object; by engaging in personal contact such as a hug or a handshake).	Not covered		
Mental, Emotional, and Social Health			
M-3.4.1 Identify appropriate verbal and nonverbal communication to enhance healthy behaviors.		4, 29	
M-3.4.2 Practice ways to ask for assistance in harmful situations or relationships.		15, 16	
M-3.4.3 Identify appropriate electronic communication to enhance health.		14 [in context of cyberbullying]	
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.			
Injury Prevention and Safety			
I-3.5.1 Identify steps to take when making a decision about a safety issue.		13	
Nutrition and Physical Activity			
N-3.5.1 Identify recommended serving size from each food group that children need daily.		20 [fruits/vegetables]	17 [all food groups]
Personal and Community Health			
P-3.5.1 Demonstrate the ability to apply a decision-making process regarding a personal or community health issue.		13, 26	
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.			
Injury Prevention and Safety			
I-3.6.1 Develop plans for dealing with emergencies that could result in injuries in the home, school, or community.		10, 11, 12	
Nutrition and Physical Activity			
N-3.6.1 Create a goal to eat a healthy breakfast daily.		22 [if selected as goal]	
N-3.6.2 Develop a goal to choose healthy foods and beverages, reduce screen time, and be physically active.		22, 24	
Personal and Community Health			
P-3.6.1 Set a goal to brush teeth for at least two minutes before school and before bedtime.	Covered in Grades K and 1		

HEALTH STANDARDS	GRADE 2	GRADE 3	GRADE 4
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.			
Growth, Development, and Sexual Health and Responsibility			
G-3.7.1 Demonstrate behaviors that promote healthy growth and development.		1, 2, 3, 4, 5	
Injury Prevention and Safety			
I-3.7.1 Explain safety rules at home, school and the community.		9, 10, 11	
I-3.7.2 Identify safety rules at school and the community.		9, 10, 11	
I-3.7.3 Describe safety rules in various environmental situations.		9, 10, 11	
I-3.7.4 Demonstrate appropriate responses to emergency situations, including basic first aid.	HealthSmart does not cover hands-on first-aid procedures		
I-3.7.5 Define cyberbullying.		14	
I-3.7.6 Describe ways to deal with bullying, cyberbullying, and violence.		14, 15	
Mental, Emotional, and Social Health			
M-3.7.1 Demonstrate behaviors that promote healthy relationships with families and peers.		3, 4, 5	
M-3.7.2 Demonstrate coping strategies for dealing with changes within the family.		3	
Personal and Community Health			
P-3.7.1 Demonstrate ways to keep the eyes, ears, hair, teeth, and body healthy.			7, 8
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.			
Alcohol, Tobacco, and Other Drugs			
D-3.8.1 Explain to family members and peers the harmful effects of ATOD use.		29	
Mental, Emotional, and Social Health			
M-3.8.1 Explain to family members and peers the characteristics of an active bystander.		14, 15	
Nutrition and Physical Activity			
N-3.8.1 Explain to others why healthy eating and physical activity are important.		17, 19, 20, 23	
Personal and Community Health			
P-3.8.1 Discuss ways to help others be healthy.		7, 11, 15, 29	
P-3.8.2 Describe ways to promote personal, school, community, and environmental health.		7, 11, 15, 29	

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Alcohol, Tobacco, and Other Drugs			
D-4.1.1	Describe the impact of alcohol, tobacco, and other drugs (ATOD) use or abuse on the individual, peers, family, and society.*	20, 24	
D-4.1.2	Discuss reasons that there are laws regulating ATOD use.	Can be addressed in 20	
D-4.1.3	Define the term gateway drugs.	Not covered	
*Grades K–2 focus on tobacco; Grades 3 and 4 focus on tobacco and alcohol; Grade 5 focuses on alcohol.			
Growth, Development, and Sexual Health and Responsibility			
G-4.1.1	List the factors that affect an individual's growth (e.g., nutrition, heredity, and environment).	Can be addressed in 25	
G-4.1.2	Define the terms hormones and puberty.	25, 26	
G-4.1.3	Identify examples of the physical, emotional, and social changes that occur in puberty and adolescence.	25	
G-4.1.4	Identify personal hygiene needs during puberty and adolescence.	25, 26	
Injury Prevention and Safety			
I-4.1.1	Discuss the consequences of violent and unsafe behaviors, including gang behavior.**		8, 10, 11
I-4.1.2	Describe basic first aid and emergency procedures for accidental loss of teeth or injuries to the mouth or teeth.	HealthSmart does not cover hands-on first-aid procedures	
**Grade 4 focuses on injury prevention; Grade 5 focuses on violence prevention.			
Mental, Emotional, and Social Health			
M-4.1.1	Describe the characteristics associated with a positive self-concept.	1, 5	
M-4.1.2	Define the term depression.	4 [add specific definition]	
Nutrition and Physical Activity			
N-4.1.1	Identify the six essential nutrients and the food groups that contain each essential nutrient.	16, 17 [food groups]	
		Nutrients covered in Middle School	
N-4.1.2	Analyze the nutrition information included on food package labels.		18 [junk foods]
		Covered in Middle School	
N-4.1.3	Explain the importance of following the current federal Dietary Guidelines for Americans with regard to portion sizes.	16, 17	
N-4.1.4	Explain the interrelationship among food intake, physical activity, and health.	19	
N-4.1.5	Describe the benefits of choosing a variety of ways to be physically active.	18	

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 1 (continued)			
Personal and Community Health			
P-4.1.1 Define the term <i>pathogens</i> .	6 [add specific definition]		
P-4.1.2 Describe ways to prevent or contain communicable diseases.		7	
P-4.1.3 Describe the immune system and the way it works.			Supplemental Lesson on HIV
P-4.1.4 Describe ways to prevent common childhood injuries and health problems.		3, 10, 11, 12, 14, 15	
P-4.1.5 Identify the major parts of the nervous system (e.g., brain, nerves, spinal cord).	Not covered		
P-4.1.6 List ways to reduce exposure to harmful environmental factors (e.g., ultraviolet rays, pollutants).		7	
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.			
Alcohol, Tobacco, and Other Drugs			
D-4.2.1 Describe factors that can positively and negatively influence a person's decision to use or not use ATOD.		21	
Injury Prevention and Safety			
I-4.2.1 Analyze ways that protective factors promote health and safety.		3, 6, 12, 21, 27	
I-4.2.2 Identify ways that gangs can threaten individual and community safety.			10
I-4.2.3 Analyze appropriate use of the internet and social media to reduce risk behaviors.			7 [in context of cyberbullying]
Mental, Emotional, and Social Health			
M-4.2.1 Explain ways that peers can influence an individual's self-concept.	4	2 [in relation to stress]	
Nutrition and Physical Activity			
N-4.2.1 Describe factors that influence individual healthy food choices and physical activity.	21		
N-4.2.2 Predict the effects of nutritional choices on an individual's health, including oral health.		16, 17	
Personal and Community Health			
P-4.2.1 Analyze ways that family, peers, school, community, culture, and the media influence personal health practices and behaviors.		13, 21	

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.			
Growth, Development, and Sexual Health and Responsibility			
G-4.3.1 Identify people in the family, school, or community who could provide valid health information about changes that occur during puberty.		27	
Mental, Emotional, and Social Health			
M-4.3.1 Locate resources in the home, school, and community that provide valid mental, emotional, and social health information.		27	
Nutrition and Physical Activity			
N-4.3.1 Identify places to access accurate information on healthy foods and physical activity.	Covered in Middle School		
Personal and Community Health			
P-4.3.1 Locate valid health information, products, and services that promote personal and community health, including oral health, environmental health, and the prevention of disease.		6, 20, 27	
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.			
Alcohol, Tobacco, and Other Drugs			
D-4.4.1 Demonstrate effective refusal skills that a person can use to communicate with family and peers about ATOD use.		22, 23	
Growth, Development, and Sexual Health and Responsibility			
G-4.4.1 Discuss ways to communicate with safe adults about the stages of growth and development.		27	
Injury Prevention and Safety			
I-4.4.1 Model refusal skills that a person can use to resolve conflict and promote personal safety.		15	
Personal and Community Health			
P-4.4.1 Demonstrate ways to ask for assistance to promote personal health.		6, 15, 27	
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.			
Alcohol, Tobacco, and Other Drugs			
D-4.5.1 Explain why saying “no” to ATOD is a healthy decision.		22, 23	
Injury Prevention and Safety			
I-4.5.1 Develop a safe and appropriate plan to employ when using social media.	Covered in Middle School		
Nutrition and Physical Activity			
N-4.5.1 Use nutrition information on food package labels to make healthy food choices.	Covered in Middle School		

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 5 (continued)			
Personal and Community Health			
P-4.5.1 Explain when adult assistance is needed in order to make a health-related decision.		14, 28	
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.			
Mental, Emotional, and Social Health			
M-4.6.1 Develop a plan to reduce and manage stress.		3	
Nutrition and Physical Activity			
N-4.6.1 Set a nutritional goal and track progress towards achievement.		19	
N-4.6.2 Create a goal and track progress to reduce screen time and increase daily physical activity.		19	
Personal and Community Health			
P-4.6.1 Identify a personal health goal and name resources to help achieve that goal.		9, 19	
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.			
Injury Prevention and Safety			
I-4.7.1 Demonstrate basic first aid procedures and responses to common emergencies.	HealthSmart does not cover hands-on first-aid procedures		
I-4.7.2 State ways to keep the mouth safe from injury.	Not covered		
Nutrition and Physical Activity			
N-4.7.1 Demonstrate ways to interpret the information on food labels to plan a meal.	Covered in Middle School		
Personal and Community Health			
P-4.7.1 Develop a plan to achieve recommended sleep habits to promote overall health.		9 [if selected as goal]	
P-4.7.2 Implement a personal health plan with the help of a parent or guardian.		9, 19	
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.			
Alcohol, Tobacco, and Other Drugs			
D-4.8.1 Model ways to influence and support others in refusing to use ATOD.		24	
Mental, Emotional, and Social Health			
M-4.8.1 Encourage others to use active bystander behaviors when appropriate.			9, 12, 15

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 8 (continued)			
Nutrition and Physical Activity			
N-4.8.1 Advocate for others to eat healthy foods and to engage in regular physical activity.		Can be addressed in 19	
Personal and Community Health			
P-4.8.1 Demonstrate ways to influence and support others in making healthy choices related to personal health.		20, 24, 26	
P-4.8.2 Encourage others to keep the air, land, and water clean and safe.	Not covered		

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Alcohol, Tobacco, and Other Drugs			
D-5.1.1	Define the terms <i>alcohol, tobacco, and other drugs</i> (ATOD) <i>use, abuse, addiction, and withdrawal.*</i>	20	24 [add specific terms if needed]
D-5.1.2	Explain the link between tobacco use and diseases, including oral disease.*	20	
D-5.1.3	Describe the link between alcohol use, injury, and disease.		24
*Grades 3 and 4 focus on tobacco and alcohol; Grade 5 focuses on alcohol.			
Growth, Development, and Sexual Health and Responsibility			
G-5.1.1	Describe the structures and function of the respiratory system.	Not covered	
G-5.1.2	Review circulatory system.	Not covered	
G-5.1.3	Describe the physical, emotional, and social changes that occur in puberty and adolescence.		33, 34, 35
G-5.1.4	Define the term <i>abstinence</i> .		37
Injury Prevention and Safety			
I-5.1.1	Examine the impact of violent and unsafe behaviors.		7, 8, 10, 11
I-5.1.2	Explain cardiopulmonary resuscitation (CPR).	HealthSmart does not cover hands-on first-aid procedures	
I-5.1.3	Discuss strategies to effectively deal with cyberbullying.		9
I-5.1.4	Define sexting.	Covered in Middle School	
Mental, Emotional, and Social Health			
M-5.1.1	Describe coping strategies to promote mental health.		1
M-5.1.2	Identify positive and negative stressors.	2	
Nutrition and Physical Activity			
N-5.1.1	Examine the six essential nutrients, their function, and foods or food groups in which they are present.		16 [food groups]
		Nutrients covered in Middle School	
N-5.1.2	Identify the benefits of following the current federal <i>Dietary Guidelines for Americans</i> .		16
N-5.1.3	Describe methods of safe food handling and preparation.	Covered in Middle School	
N-5.1.4	Discuss the benefits of moderate to vigorous physical activity.		20, 21
N-5.1.5	Explain basic precautions to help prevent injury during physical activity.	Covered in Middle School	
Personal and Community Health			
P-5.1.1	Discuss the barriers to a person's practicing healthy behaviors.		19, 21, 22
P-5.1.2	Describe ways that family health history can affect a person's health.		6
P-5.1.3	Identify ways that health care providers promote health and detect and treat problems.		Can be addressed in 5, 6

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.			
Alcohol, Tobacco, and Other Drugs			
D-5.2.1 Discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco.*		21	
*Grades 3 and 4 focus on tobacco and alcohol; Grade 5 focuses on alcohol.			
Injury Prevention and Safety			
I-5.2.1 Discuss family, peer, and cultural influences on the way an individual deals with conflict.		Can be addressed in 14	
I-5.2.2 Analyze media messages on the subject of violence and risk behaviors.			14
Mental, Emotional, and Social Health			
M-5.2.1 Analyze media influences an individual's thoughts, feelings, self-concept, and health behaviors.			14, 27 [in context of violence/ alcohol use]
Nutrition and Physical Activity			
N-5.2.1 Investigate the various strategies used by the media to influence food choices and physical activity.	21		
Personal and Community Health			
P-5.2.1 Examine how family, peers, school, community, and culture can positively and negatively influence personal health practices and behaviors.			2, 7, 11, 19, 26, 30, 33, 36
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.			
Alcohol, Tobacco, and Other Drugs			
D-5.3.1 Demonstrate the ability to locate valid information and resources concerning ATOD.		20	
Growth, Development, and Sexual Health and Responsibility			
G-5.3.1 Locate people in the family, school or community who can provide valid health information about the changes that occur during puberty.			38
Mental, Emotional, and Social Health			
M-5.3.1 Identify a safe adult to talk with if something is bothering them or someone they know.			13
Nutrition and Physical Activity			
N-5.3.1 Locate resources that provide valid information on the link between excessive sugar consumption and diseases.			Could be added to 18
Personal and Community Health			
P-5.3.1 Locate resources from home, school, and community that provide valid health information.			4, 5, 13, 31, 38

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.			
Alcohol, Tobacco, and Other Drugs			
D-5.4.1 Demonstrate effective refusal skills regarding ATOD.			28
Growth, Development, and Sexual Health and Responsibility			
G-5.4.1 Discuss ways to communicate with parents, teachers, or other safe adults about the stages of growth and development that take place during adolescence.			38
G-5.4.2 Demonstrate ways to ask for assistance in harmful situations or relationships.			31
Injury Prevention and Safety			
I-5.4.1 Utilize effective communication strategies, including negotiation skills, to resolve conflicts and promote personal safety.		14, 15 [conflict resolution]	3, 9, 13, 31
I-5.4.2 Identify the appropriate steps to take when being bullied or cyberbullied.			9
I-5.4.3 Explain the role of an active bystander when another person is being bullied or cyberbullied.			9
Nutrition and Physical Activity			
N-5.4.1 Discuss with family members and peers ways to make healthy food choices.			17
N-5.4.2 Discuss with family members and peers ways to minimize screen time and be physically active.			21
Personal and Community Health			
P-5.4.1 Demonstrate consent and refusal skills to avoid or reduce health risks.			28
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.			
Alcohol, Tobacco, and Other Drugs			
D-5.5.1 Explain how ATOD can affect the way individuals make decisions and perform tasks.			24, 25
Growth, Development, and Sexual Health and Responsibility			
G-5.5.1 Discuss the benefits of deciding to abstain from sexual activity and to remain abstinent.			37
Injury Prevention and Safety			
I-5.5.1 Discuss when it is necessary for a person to seek help to protect personal safety or that of others.			9, 13
I-5.5.2 Describe what to do if someone displays a weapon at home, at the school, or in the community.			Can be addressed in 10, 11 or 12

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 5 (continued)			
Mental, Emotional, and Social Health			
M-5.5.1 Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.			13
Nutrition and Physical Activity			
N-5.5.1 Select healthy food choices from a menu.			19
N-5.5.2 Describe physical activities that promote health-related fitness.			20, 21
N-5.5.3 Explore the advantages of using fresh foods and produce.			Can be addressed in 16
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.			
Alcohol, Tobacco, and Other Drugs			
D-5.6.1 Identify ways that ATOD use can interfere with the achievement of a person's goals.			24
Mental, Emotional, and Social Health			
M-5.6.1 Develop a plan to reduce and manage stress.		3	
Personal and Community Health			
P-5.6.1 Construct a plan, including monitoring and assessing progress, to achieve a health goal.			22, 23
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.			
Alcohol, Tobacco, and Other Drugs			
D-5.7.1 Implement strategies for dealing with peer pressure.			11, 26, 28
Injury Prevention and Safety			
I-5.7.1 Implement safety strategies to avoid causing injury to self and to others.**		11, 12	
I-5.7.2 Demonstrate strategies for dealing with conflict, bullying, cyberbullying, unhealthy relationships, abuse, and violence.		14, 15 [conflict resolution]	9, 12, 15
I-5.7.3 Explain safety rules for when a person is home alone and with others including internet safety and social media.**		Can be addressed in 11	
**Grade 4 focuses on injury prevention; Grade 5 focuses on violence prevention.			
Mental, Emotional, and Social Health			
M-5.7.1 Model behaviors that promote healthy relationships with family and peers.			2, 3
M-5.7.2 Demonstrate positive self-management skills.			3, 6, 9, 12, 19, 22, 23
Nutrition and Physical Activity			
N-5.7.1 Demonstrate healthy food and beverage choices along with physical activities that reduce or help eliminate health risks, including obesity and tooth decay.			22, 23

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.			
Alcohol, Tobacco, and Other Drugs			
D-5.8.1 Write a plan to advocate for a tobacco free community.*			27 [alcohol-free peers]
*Grades 3 and 4 focus on tobacco and alcohol; Grade 5 focuses on alcohol.			
Injury Prevention and Safety			
I-5.8.1 Advocate for disaster preparedness for home and school.	Not covered		
Nutrition and Physical Activity			
N-5.8.1 Encourage peers, family, and others to choose healthy foods and be physically active.			17, 21
N-5.8.2 Advocate for physical activity in school and in the community.			Can be addressed in 21
Personal and Community Health			
P-5.8.1 Utilize strategies to promote keeping the environment clean and safe.	Not covered		