

***HealthSmart* Alignment with
South Carolina
Standards for Health and
Safety Education
Grades K–5**

Grade K	HealthSmart (Grade – Lesson)
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 K – 7
D-K.1.2 Distinguish between medicines and other substances that may look like medicines.	Not covered; can be addressed in K – 7
D-K.1.3 Identify ways that alcohol, tobacco, and other drugs (ATOD) and medicines can be helpful or harmful.*	K – 26, 27 [tobacco]
D-K.1.4 Identify warning symbols on medicines, household cleaners, and yard chemicals.	Can be addressed in K – 16
D-K.1.5 Explain ways to identify safe adults from whom children can safely take medicine.	K – 7
Growth, Development, and Sexual Health and Responsibility	
G-K.1.1 Name the major body parts.	K – 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 – 2
G-K.1.4 Explain how families are alike and different.	1 – 2
Injury Prevention and Safety	
I-K.1.1 Identify ways to prevent common childhood injuries at home, school, or in the environment.	K – 12, 13, 14, 15, 16, 17
I-K.1.2 Identify when to call 911 with a specific emergency situation.	K – 19
I-K.1.3 Name ways to stay safe and set and respect boundaries around others (e.g., family, peers, friends, acquaintances, strangers).	K – 10
I-K.1.4 Explain what a person should do to deal with a minor injury (e.g., cut, scrape, and nosebleed).	K – 8
Mental, Emotional, and Social Health	
M-K.1.1 Define different feelings (e.g., happy, sad, angry).	K – 2
Nutrition and Physical Activity	
N-K.1.1 Explain why the body needs food, including breakfast, and water.	K – 21
N-K.1.2 Define the terms <i>healthy foods</i> .	K – 22
N-K.1.3 Explain why the body needs daily physical activity.	K – 14

* Grades K–2 focus on tobacco; Grades 3 and 4 focus on tobacco and alcohol; Grade 5 focuses on alcohol.

Grade K <i>(continued)</i>	HealthSmart (Grade – Lesson)
Personal and Community Health	
P-K.1.1 Define the term <i>germs</i> .	K – 6
P-K.1.2 Define the terms <i>health, health behaviors, health checkups, and health risks</i> .	Not specifically covered
P-K.1.3 Name behaviors that affect personal health (e.g., bathing; washing hands; eating healthy foods).	K – 5, 6, 22, 24
P-K.1.4 Explain why it is important to brush the teeth and go to a dentist.	K – 5
P-K.1.5 Explain why getting enough sleep is important.	1 – 8
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
I-K.2.1 Identify ways that family and friends can help a person stay safe and avoid injury.	K – 3, 10
I-K.2.2 Discuss ways to stay safe online.	Not covered
N-K.2.1 Identify how family and friends influence healthy food choices.	Can be addressed in K – 22
P-K.2.1 Identify how the family influences personal health practices and behaviors.	K – 3
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
I-K.3.1 Identify community helpers and safe adults who can help them stay safe in a variety of situations.	K – 3, 7, 8, 9, 10, 11, 18, 22
P-K.3.1 Discuss why medical checkups and dental checkups are needed for a person to stay healthy.	K – 5 [dental]
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
D-K.4.1 Demonstrate ways to say “no” to alcohol and tobacco.	K – 29
I-K.4.1 Demonstrate how to make an emergency phone call.	K – 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.	K – 10, 19
M-K.4.1 Name and demonstrate healthy ways to express needs, wants, and feelings.	K – 1, 2, 3, 9, 10

Grade K <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
I-K.5.1 Identify situations that require action to protect personal safety at home and in the community.	K – 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).	1 – 14
M-K 5.1 Demonstrate the ability to cooperate with others (e.g., sharing, listening, taking turns).	K – 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.	1 – 20
N-K.5.1 Demonstrate steps taken when selecting healthy foods.	K – 22
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
N-K.6.1 Set a goal to be active at recess.	K – 25
N-K.6.2 Set a goal to reduce screen time.	Could be included in K – 25
P-K.6.1 Set a goal to brush teeth twice a day.	K – 5
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
I-K.7.1 Describe fire safety rules for home and school.	1 – 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.	K – 13, 14, 15 1 – 14 [playground safety]
P-K.7.1 Identify practices that promote personal health and practices that prevent the spread of disease.	K – 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.	

Grade 1	HealthSmart (Grade – Lesson)
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.	2 – 6 [medicines]
D-1.1.3 Describe the effects of alcohol, tobacco, and other drugs (ATOD) on a person’s health.*	1 – 26
D-1.1.4 Identify the effects of smoking on the body, including firsthand and secondhand smoke.	1 – 26
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.	1 – 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).	K – 1 1 – 3 [in context of friendships]
M-1.1.2 Describe characteristics that are positive about yourself.	K – 1 2 – 2
M-1.1.3 Identify ways that individuals are unique.	K – 1 2 – 2
Nutrition and Physical Activity	
N-1.1.1 Identify the food groups.	1 – 21
N-1.1.2 Explain the importance of choosing healthy foods and beverages, including water.	1 – 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 1 – 21
N-1.1.5 List ways to be physically active every day.	1 – 24, 25

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Grade 1 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Personal and Community Health	
P-1.1.1 Identify behaviors that prevent or promote personal health.	1 – 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).	1 – 5
P-1.1.3 Explain why brushing teeth keeps the mouth healthy.	1 – 6
P-1.1.4 Identify common illnesses and conditions (e.g., allergies, asthma, colds, flu).	Can be addressed in 1 – 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
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
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
M-1.2.1 List ways that family and friends influence feelings.	1 – 2, 3, 4
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 1 – 21, 22
P-1.2.1 Identify ways that a person’s family, friends, and school can support children’s health practices and behaviors.	1 – 2, 13, 14, 16, 18, 27, 29
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
D-1.3.1 Explain ways to identify safe adults at home, at school, and in the community who can answer questions about drugs.	1 – 29
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 – 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.	
D-1.4.1 Demonstrate ways to say “no” to ATOD.	1 – 27, 28 Drug refusals practice begins in Grade 3
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.	1 – 17
I-1.4.3 Discuss ways to get along with others and avoid conflict at home and school.	1 – 3, 18
P-1.4.2 Demonstrate listening skills to enhance health.	K – 1

Grade 1 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
I-1.5.1 Discuss situations that require action to protect personal safety at home.	1 – 9, 15
I-1.5.2 Review situations that require action to protect personal safety at school.	1 – 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	1 – 10, 11, 12
I-1.5.5 Review situations that require action to protect personal safety on the playground.	1 – 14
N-1.5.1 Demonstrate the steps taken when selecting healthy foods.	1 – 21, 23
P-1.5.1 Identify ways to make decisions that enhance health.	K – 20, 2 – 9, 10, 11, 12, 26
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
N-1.6.1 Set a goal to consume healthy foods and beverages, including water.	1 – 23
N-1.6.2 Set a goal to reduce screen time and be physically active every day.	1 – 25
P-1.6.1 Identify a short-term personal health goal and take action toward achieving the goal.	1 – 8, 23
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
I-1.7.1 Identify safety rules at home.	1 – 15, 16, 29
I-1.7.2 Identify safety rules at school.	1 – 13, 14
I-1.7.3 Identify safety rules for dealing with situations in the community.	1 – 10, 11, 12
M-1.7.1 Describe appropriate ways to express personal feelings.	1 – 4
M-1.7.2 Discuss ways to become a good friend.	1 – 3
P-1.7.1 List behaviors to keep the mouth healthy.	1 – 6
P-1.7.2 Describe ways to protect the environment.	Not covered
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	
D-1.8.1 Encourage family members and peers to say “no” to ATOD.	1 – 28
N-1.8.1 Encourage family members and peers to be physically active.	1 – 25

Grade 2	HealthSmart (Grade – Lesson)
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.*	2 – 23
D-2.1.2 Explain the difference between over-the-counter (OTC) and prescription drugs.	2 – 6
D-2.1.3 Describe how medicines and immunizations help fight disease.	2 – 6 [medicines]
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 – 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).	K – 8
I-2.1.3 Define bullying and what it means to be a bystander	2 – 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> .	Not covered
M-2.1.2 Discuss ways to be a good friend.	1 – 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 – 2
Nutrition and Physical Activity	
N-2.1.1 Identify eating behaviors that promote health, including oral health.	2 – 7, 17, 18
N-2.1.2 Identify physical activities that promote the key components of health-related fitness.	2 – 20, 21
N-2.1.3 Explain the importance of limiting one’s screen time and increasing physical activity.	2 – 20, 21

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Grade 2 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
D-2.2.1 Explain ways that family, friends, and the media influence an individual’s use of ATOD both positively and negatively.	2 – 25
I-2.2.1 Describe ways that family, friends, and the media can help a person stay safe and avoid injury.	2 – 13
N-2.2.1 Describe ways that the media, school, and community influence an individual’s food choices both positively and negatively.	3 – 21 Can be addressed in 2 – 19
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 2 – 20
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.	2 – 1, 2, 14, 25
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
D-2.3.1 Explain ways to identify safe adults in the school and community from whom students can safely take medicine.	2 – 6
N-2.3.1 Locate places where children and families can be physically active.	2 – 20, 21
P-2.3.1 Discuss ways to identify safe adults who can help promote a person’s health.	2 – 4, 14, 25
P-2.3.2 Describe what happens when someone goes to a dentist.	Can be addressed in 1 – 6
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
I-2.4.1 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.	2 – 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.	2 – 15
M-2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.	2 – 4
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
M-2.5.1 Describe how to choose friends with good character traits.	1 – 3
N-2.5.1 Demonstrate how to make healthy food choices.	2 – 17, 18, 19
P-2.5.1 Identify situations when a health-related decision is needed.	2 – 9, 10, 11, 12, 26

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

Grade 3	HealthSmart (Grade – Lesson)
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.*	3 – 25
D-3.1.3 Define over-the-counter (OTC) and prescription drugs.	3 – 8
D-3.1.4 Explain the difference between the use, misuse, and abuse of drugs.	3 – 8 [add specific terms if needed]
D-3.1.5 Define the term <i>refusal skills</i> .	3 – 29 [add specific definition]
Growth, Development, and Sexual Health and Responsibility	
G-3.1.1 Identify physical signs of growth and change that occur during childhood.	2 – 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 3 – 10 4 – 11
I-3.1.2 Describe the characteristics of violent and unsafe behaviors.	3 – 14, 15
Mental, Emotional, and Social Health	
M-3.1.1 Identify examples of mental, emotional, social, and physical health.	3 – 1
M-3.1.2 Define the term <i>peer pressure</i> .	3 – 28
M-3.1.3 Identify healthy ways to communicate (e.g., verbal, nonverbal, written).	3 – 4
M-3.1.4 Explain grief and discuss ways to deal with loss.	3 – 2 4 – 4

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Grade 3 <i>(continued)</i>	HealthSmart (Grade – Lesson)
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 Dietary Guidelines for Americans to identify the number of servings from each food group that children need daily.	4 – 17
N-3.1.3 Categorize food choices by food group.	4 – 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.	3 – 23, 24
N-3.1.6 Explain health-related fitness and skill-related fitness.	Not covered specifically
Personal and Community Health	
P-3.1.1 Define the term <i>wellness</i> .	3 – 1 [add specific definition]
P-3.1.2 Examine types of chronic and communicable diseases.	3 – 6 [communicable only] 5 – 5
P-3.1.3 Discuss wellness practices that keep the body healthy.	3 – 6, 7 4 – 7, 8
P-3.1.4 Describe ways in which a safe and healthy school and community environment can promote personal health.	3 – 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.	
D-3.2.1 Explain how family, peers, and the media can influence an individual’s ATOD use.	3 – 28
I-3.2.1 Examine media messages that are related to violence and risk behaviors.	5 – 14
I-3.2.2 Explain how peers can influence the way an individual handles conflict.	3 – 4 4 – 14
M-3.2.1 Identify sources that both positively and negatively influence an individual’s mental, emotional, and social health behaviors.	3 – 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 3 – 5
N-3.2.1 Identify the various strategies used by the media to influence food choices and physical activity	3 – 21
P-3.2.1 Discuss ways that media messages influence personal health.	3 – 21, 28
P-3.2.2 Discuss ways that the environment influences personal and community health.	Not covered

Grade 3 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
I-3.3.1 Identify school and community resources as well as services that contribute to a safe and healthy environment.	3 – 9, 10, 11
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
P-3.3.1 Use technology to find reliable health information.	Not covered
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
I-3.4.1 Demonstrate nonviolent strategies to manage or resolve conflicts.	4 – 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
M-3.4.1 Identify appropriate verbal and nonverbal communication to enhance healthy behaviors.	3 – 4, 29
M-3.4.2 Practice ways to ask for assistance in harmful situations or relationships.	3 – 15, 16
M-3.4.3 Identify appropriate electronic communication to enhance health.	3 – 14 [in context of cyberbullying]
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
I-3.5.1 Identify steps to take when making a decision about a safety issue.	3 – 13
N-3.5.1 Identify recommended serving size from each food group that children need daily.	3 – 20 [fruits/vegetables] 4 – 17 [all food groups]
P-3.5.1 Demonstrate the ability to apply a decision-making process regarding a personal or community health issue.	3 – 13, 26
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
I-3.6.1 Develop plans for dealing with emergencies that could result in injuries in the home, school, or community.	3 – 10, 11, 12
N-3.6.1 Create a goal to eat a healthy breakfast daily.	3 – 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.	3 – 22, 24
P-3.6.1 Set a goal to brush teeth for at least two minutes before school and before bedtime.	Covered in Grades K–2

Grade 3 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
G-3.7.1 Demonstrate behaviors that promote healthy growth and development.	
I-3.7.1 Explain safety rules at home, school and the community.	3 – 9, 10, 11
I-3.7.2 Identify safety rules at school and the community.	3 – 9, 10, 11
I-3.7.3 Describe safety rules in various environmental situations.	3 – 9, 10, 11
I-3.7.4 Demonstrate appropriate responses to emergency situations, including basic first aid.	<i>HealthSmart does not cover hands-on first-aid techniques</i>
I-3.7.5 Define cyberbullying.	3 – 14
I-3.7.6 Describe ways to deal with bullying, cyberbullying, and violence.	3 – 14, 15
M-3.7.1 Demonstrate behaviors that promote healthy relationships with families and peers.	3 – 3, 4, 5
M-3.7.2 Demonstrate coping strategies for dealing with changes within the family.	3 – 3
P-3.7.1 Demonstrate ways to keep the eyes, ears, hair, teeth, and body healthy.	4 – 7, 8
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	
D-3.8.1 Explain to family members and peers the harmful effects of ATOD use.	3 – 29
M-3.8.1 Explain to family members and peers the characteristics of an active bystander.	3 – 14, 15
N-3.8.1 Explain to others why healthy eating and physical activity are important.	3 – 17, 19, 20, 23
P-3.8.1 Discuss ways to help others be healthy.	3 – 7, 11, 15, 29
P-3.8.2 Describe ways to promote personal, school, community, and environmental health.	3 – 7, 11, 15, 29

Grade 4	HealthSmart (Grade – Lesson)
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.*	4 – 20, 24
D-4.1.2 Discuss reasons that there are laws regulating ATOD use.	Can be addressed in 4 – 20
D-4.1.3 Define the term <i>gateway drugs</i> .	Not covered
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 4 – 25
G-4.1.2 Define the terms <i>hormones</i> and <i>puberty</i> .	4 – 25, 26
G-4.1.3 Identify examples of the physical, emotional, and social changes that occur in puberty and adolescence.	4 – 25
G-4.1.4 Identify personal hygiene needs during puberty and adolescence.	4 – 25, 26
Injury Prevention and Safety	
I-4.1.1 Discuss the consequences of violent and unsafe behaviors, including gang behavior.**	5 – 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.	Not covered
Mental, Emotional, and Social Health	
M-4.1.1 Describe the characteristics associated with a positive self-concept.	3 – 1, 5
M-4.1.2 Define the term <i>depression</i> .	4 – 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.	4 – 16, 17 [food groups] Nutrients covered in Middle School
N-4.1.2 Analyze the nutrition information included on food package labels.	5 – 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.	4 – 16, 17
N-4.1.4 Explain the interrelationship among food intake, physical activity, and health.	4 – 19
N-4.1.5 Describe the benefits of choosing a variety of ways to be physically active.	4 – 18

* Grades K–2 focus on tobacco; Grades 3 and 4 focus on tobacco and alcohol; Grade 5 focuses on alcohol.

** Grade 4 focuses on injury prevention; Grade 5 focuses on violence prevention.

Grade 4 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Personal and Community Health	
P-4.1.1 Define the term <i>pathogens</i> .	3 – 6 [add specific definition]
P-4.1.2 Describe ways to prevent or contain communicable diseases.	4 – 7
P-4.1.3 Describe the immune system and the way it works.	5 – Supplemental Lesson on HIV
P-4.1.4 Describe ways to prevent common childhood injuries and health problems.	4 – 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).	4 – 7
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
D-4.2.1 Describe factors that can positively and negatively influence a person’s decision to use or not use ATOD.	4 – 21
I-4.2.1 Analyze ways that protective factors promote health and safety.	4 – 3, 6, 12, 21, 27
I-4.2.2 Identify ways that gangs can threaten individual and community safety.**	5 – 10
I-4.2.3 Analyze appropriate use of the internet and social media to reduce risk behaviors.	5 – 7 [in context of cyberbullying]
M-4.2.1 Explain ways that peers can influence an individual’s self-concept.	4 – 2 [in relation to stress]
N-4.2.1 Describe factors that influence individual healthy food choices and physical activity.	3 – 21
N-4.2.2 Predict the effects of nutritional choices on an individual’s health, including oral health.	4 – 16, 17
P-4.2.1 Analyze ways that family, peers, school, community, culture, and the media influence personal health practices and behaviors.	4 – 13, 21
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
G-4.3.1 Identify people in the family, school, or community who could provide valid health information about changes that occur during puberty.	4 – 27
M-4.3.1 Locate resources in the home, school, and community that provide valid mental, emotional, and social health information.	4 – 27
N-4.3.1 Identify places to access accurate information on healthy foods and physical activity.	Covered in Middle School
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.	4 – 6, 20, 27

Grade 4 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
D-4.4.1 Demonstrate effective refusal skills that a person can use to communicate with family and peers about ATOD use.	4 – 22, 23
G-4.4.1 Discuss ways to communicate with safe adults about the stages of growth and development.	4 – 27
I-4.4.1 Model refusal skills that a person can use to resolve conflict and promote personal safety.	4 – 15
P-4.4.1 Demonstrate ways to ask for assistance to promote personal health.	4 – 6, 15, 27
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
D-4.5.1 Explain why saying “no” to ATOD is a healthy decision.	4 – 22, 23
I-4.5.1 Develop a safe and appropriate plan to employ when using social media.	Not covered
N-4.5.1 Use nutrition information on food package labels to make healthy food choices.	Covered in Middle School
P-4.5.1 Explain when adult assistance is needed in order to make a health-related decision.	4 – 14, 28
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
M-4.6.1 Develop a plan to reduce and manage stress.	4 – 3
N-4.6.1 Set a nutritional goal and track progress towards achievement.	4 – 19
N-4.6.2 Create a goal and track progress to reduce screen time and increase daily physical activity.	4 – 19
P-4.6.1 Identify a personal health goal and name resources to help achieve that goal.	4 – 9, 19
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
I-4.7.1 Demonstrate basic first aid procedures and responses to common emergencies.	<i>HealthSmart does not cover hands-on first-aid techniques</i>
I-4.7.2 State ways to keep the mouth safe from injury.	Not covered
N-4.7.1 Demonstrate ways to interpret the information on food labels to plan a meal.	Covered in Middle School
P-4.7.1 Develop a plan to achieve recommended sleep habits to promote overall health.	4 – 9 [if selected as goal]
P-4.7.2 Implement a personal health plan with the help of a parent or guardian.	4 – 9, 19

Grade 4 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	
D-4.8.1 Model ways to influence and support others in refusing to use ATOD.	4 – 24
M-4.8.1 Encourage others to use active bystander behaviors when appropriate. **	5 – 9, 12, 15
N-4.8.1 Advocate for others to eat healthy foods and to engage in regular physical activity.	Can be addressed in 4 – 19
P-4.8.1 Demonstrate ways to influence and support others in making healthy choices related to personal health.	4 – 20, 24, 26
P-4.8.2 Encourage others to keep the air, land, and water clean and safe.	Not covered

** Grade 4 focuses on injury prevention; Grade 5 focuses on violence prevention.

Grade 5	HealthSmart (Grade – Lesson)
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> .*	4 – 20 5 – 24 [add specific terms if needed]
D-5.1.2 Explain the link between tobacco use and diseases, including oral disease.*	4 – 20
D-5.1.3 Describe the link between alcohol use, injury, and disease.	5 – 24
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.	5 – 33, 34, 35
G-5.1.4 Define the term <i>abstinence</i> .	5 – 27
Injury Prevention and Safety	
I-5.1.1 Examine the impact of violent and unsafe behaviors.**	5 – 7, 8, 10, 11
I-5.1.2 Explain cardiopulmonary resuscitation (CPR).	HealthSmart does not cover hands-on first-aid techniques
I-5.1.3 Discuss strategies to effectively deal with cyberbullying.	5 – 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.	5 – 1
M-5.1.2 Identify positive and negative stressors.	4 – 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.	5 – 16 [food groups] Nutrients covered in Middle School
N-5.1.2 Identify the benefits of following the current federal Dietary Guidelines for Americans.	5 – 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.	5 – 20, 21
N-5.1.5 Explain basic precautions to help prevent injury during physical activity.	Covered in Middle School

* Grades 3 and 4 focus on tobacco and alcohol; Grade 5 focuses on alcohol.

** Grade 4 focuses on injury prevention; Grade 5 focuses on violence prevention.

Grade 5 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Personal and Community Health	
P-5.1.1 Discuss the barriers to a person’s practicing healthy behaviors.	5 – 19, 21, 22
P-5.1.2 Describe ways that family health history can affect a person’s health.	5 – 6
P-5.1.3 Identify ways that health care providers promote health and detect and treat problems.	Can be addressed in 5 – 5 or 5 – 6
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
D-5.2.1 Discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco.*	4 – 21
I-5.2.1 Discuss family, peer, and cultural influences on the way an individual deals with conflict.	Can be addressed in 4 – 14
I-5.2.2 Analyze media messages on the subject of violence and risk behaviors.	5 – 14
M-5.2.1 Analyze media influences an individual’s thoughts, feelings, self-concept, and health behaviors.	5 – 14, 27 [in context violence/alcohol use]
N-5.2.1 Investigate the various strategies used by the media to influence food choices and physical activity.	3 – 21
P-5.2.1 Examine how family, peers, school, community, and culture can positively and negatively influence personal health practices and behaviors.	5 – 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.	
D-5.3.1 Demonstrate the ability to locate valid information and resources concerning ATOD.	4 – 20
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.	5 – 38
M-5.3.1 Identify a safe adult to talk with if something is bothering them or someone they know.	5 – 13
N-5.3.1 Locate resources that provide valid information on the link between excessive sugar consumption and diseases.	Could be added to 5 – 18
P-5.3.1 Locate resources from home, school, and community that provide valid health information.	5 – 4, 5, 13, 31, 38

* Grades 3 and 4 focus on tobacco and alcohol; Grade 5 focuses on alcohol.

Grade 5 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
D-5.4.1 Demonstrate effective refusal skills regarding ATOD.	5 – 28
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.	5 – 38
G-5.4.2 Demonstrate ways to ask for assistance in harmful situations or relationships.	5 – 31
I-5.4.1 Utilize effective communication strategies, including negotiation skills, to resolve conflicts and promote personal safety.	5 – 3, 9, 13, 31 4 – 14, 15 [conflict resolution]
I-5.4.2 Identify the appropriate steps to take when being bullied or cyberbullied.	5 – 9
I-5.4.3 Explain the role of an active bystander when another person is being bullied or cyberbullied.	5 – 9
N-5.4.1 Discuss with family members and peers ways to make healthy food choices.	5 – 17
N-5.4.2 Discuss with family members and peers ways to minimize screen time and be physically active.	5 – 21
P-5.4.1 Demonstrate consent and refusal skills to avoid or reduce health risks.	5 – 28
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
D-5.5.1 Explain how ATOD can affect the way individuals make decisions and perform tasks.	5 – 24, 25
G-5.5.1 Discuss the benefits of deciding to abstain from sexual activity and to remain abstinent.	5 – 37
I-5.5.1 Discuss when it is necessary for a person to seek help to protect personal safety or that of others.	5 – 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 5 – 10, 11 or 12
M-5.5.1 Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.	5 – 13
N-5.5.1 Select healthy food choices from a menu.	5 – 19
N-5.5.2 Describe physical activities that promote health-related fitness.	5 – 20, 21
N-5.5.3 Explore the advantages of using fresh foods and produce.	Can be addressed in 5 – 16

Grade 5 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
D-5.6.1 Identify ways that ATOD use can interfere with the achievement of a person’s goals.	5 – 24
M-5.6.1 Develop a plan to reduce and manage stress.	4 – 3
P-5.6.1 Construct a plan, including monitoring and assessing progress, to achieve a health goal.	5 – 22, 23
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
D-5.7.1 Implement strategies for dealing with peer pressure.	5 – 11, 26, 28
I-5.7.1 Implement safety strategies to avoid causing injury to self and to others.	5 – 12
I-5.7.2 Demonstrate strategies for dealing with conflict, bullying, cyberbullying, unhealthy relationships, abuse, and violence.	5 – 9, 12, 15 4 – 14, 15 [conflict resolution]
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 4 – 11
M-5.7.1 Model behaviors that promote healthy relationships with family and peers.	5 – 2, 3
M-5.7.2 Demonstrate positive self-management skills.	5 – 3, 6, 9, 12, 19, 22, 23
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.	5 – 22, 23
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	
D-5.8.1 Write a plan to advocate for a tobacco free community.*	5 – 27 [alcohol-free peers]
I-5.8.1 Advocate for disaster preparedness for home and school.	Not covered
N-5.8.1 Encourage peers, family, and others to choose healthy foods and be physically active.	5 – 17, 21
N-5.8.2 Advocate for physical activity in school and in the community.	Can be addressed in 5 – 21
P-5.8.1 Utilize strategies to promote keeping the environment clean and safe.	Not covered

** Grade 4 focuses on injury prevention; Grade 5 focuses on violence prevention.