

***HealthSmart* Alignment with Texas Essential Knowledge and Skills for Health Education**

Grades K–5



Advancing science
Reducing risk
Improving lives

| Grade K | HealthSmart (Grade – Lesson) |
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| Health Behaviors | |
| (1A) identify/practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands | K -5, 6 |
| (1B) identify types of foods that help the body grow such as healthy breakfast foods and snacks | K – 21, 22, 23 |
| (1C) identify types of exercise and active play that are good for the body | K – 24, 25 |
| (2A) identify the purpose of protective equipment such as a seat belt and a bicycle helmet | K - 15 |
| (2B) identify safe and unsafe places to play such as a back yard and a street | Can be addressed in K – 12, 13, 14 (street smart) |
| (2C) identify harmful effects of tobacco, alcohol, and other drugs | K – 26, 27 |
| (2D) identify ways to avoid harming oneself or another person | K – 2 (anger management) 11 (bullying) |
| (2E) practice safety rules during physical activity such as water safety and bike safety | 2 – 11, 12 |
| (2F) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult | K – 10 Inappropriate touch covered in 1 – 20 |
| (2G) demonstrate procedures for responding to emergencies including dialing 911 | K – 19 |
| (2H) name objects that may be dangerous and how they can be harmful. | K – 16, 17 |
| (3A) demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems | K – 3, 9, 10, 11, 18 |
| (3B) plan a healthy meal and/or snack | K - 22 |
| Health Information | |
| (4A) name the five senses | Not covered |
| (4B) name major body parts and their functions | K – 4, 24, 26 |
| (4C) name and demonstrate good posture principles | Not covered |
| (5A) name people who can provide helpful health information | K – 3, 7, 8, 9, 10, 11, 18, 22 |
| (5B) explain the importance of health information | K – 7, 8 |

| Grade K (continued) | HealthSmart (Grade – Lesson) |
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| Influencing Factors | |
| (6A) tell how germs cause illness and disease in people of all ages | K – 6 |
| (6B) name symptoms of common illnesses and diseases | K - 7 |
| (6C) explain practices used to control the spread of germs such as washing hands | K - 6 |
| (6D) discuss basic parts of the body's defense system against germs such as the skin | Can be addressed in K – 6 (as part of hygiene) |
| (7A) tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool | 1 - 7 |
| (7B) identify ways to prevent the transmission of head lice such as sharing brushes and caps | Not covered |
| Personal/Interpersonal Skills | |
| (8A) recognize and describe individual differences and communicate appropriately with all individuals | K – 1, 2 |
| (8B) explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals | K – 3 |
| (8C) recognize and explain the importance of manners and rules for healthy communication | Can be addressed in K – 1, 2, 3 (as part of getting along with others) |
| (9A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened | K – 10 (feeling safe) 1 – 20 (inappropriate touch) |
| (9B) demonstrate skills for making new acquaintances | Can be addressed in 1 – 3 (having friends) |

| Grade 1 | HealthSmart (Grade – Lesson) |
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| Health Behaviors | |
| (1A) describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise | 1 – 5, 6, 7, 8, 21, 22, 24, 25 |
| (1B) describe activities that are provided by health care professionals such as medical check-up and dental exams | 1 – 6 (dentist briefly covered) |
| (2A) identify and use protective equipment to prevent injury | 2 – 12 Covered in Grades 3 and 4 |
| (2B) name safe play environments | 1 – 14 |
| (2C) explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs | 1 – 26, 27, 28, 29 |
| (2D) identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult | K – 17 (firearms) 1 – 9, 11, 26 |
| (2E) identify safety rules that help to prevent poisoning | K – 16 |
| (2F) identify and describe safe bicycle skills | 2 – 12 |
| (2G) identify and practice safety rules during play | 1 – 14 |
| (2H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult | 1 – 9, 11, 20 |
| (3A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems | 1 – 9, 11, 29 |
| (3B) describe how decisions can be reached and problems can be solved | K – 20 |
| (3C) explain the importance of goal setting and task completion | 1 – 8, 20, 22 |
| Health Information | |
| (4A) identify and demonstrate use of the five senses | Not covered |
| (4B) identify major body structures and organs and describes their basic functions | K – 24 (lungs only) |
| (4C) identify and apply principles of good posture for healthy growth and development | Not covered |
| (5A) identify people who can provide helpful health information such as parents, teachers, nurses, and physicians | 1 – 1, 9, 11, 17, 29 |
| (5B) list ways health information can be used such as knowing how to brush teeth properly | 1 – 5, 6, 7, 8 |
| (6A) identify examples of health information provided by various media | Not covered |
| (6B) cite examples of how media and technology can affect behaviors such as television, computers, and video games | 1 – 25 (in relation to physical activity) |

| Grade 1 (continued) | HealthSmart (Grade – Lesson) |
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| Influencing Factors | |
| (7A) name types of germs that cause illness and disease | 1 – 5 (cold and flu as examples) 2 – 5 (cold germs only) |
| (7B) identify common illnesses and diseases and their symptoms | K – 7 (symptoms of illness) |
| (7C) explain common practices that control the way germs are spread | 1 – 5 2 – 5 |
| (8A) name various members of his/her family who help them to promote and practice health habits | 1 – 1, 2 |
| (8B) describe ways in which a person's health may be affected by weather and pollution | 1 – 7 |
| Personal/Interpersonal Skills | |
| (9A) demonstrate respectful communication | 1 – 4 |
| (9B) list unique ways that individuals use to communicate such as using body language and gestures | 1 – 4 (expressing feelings) |
| (9C) express needs, wants, and emotions in appropriate ways | 1 – 4, 29 |
| (9D) describe and practice techniques of self-control such as thinking before acting | 1 – 4 2 – 3 |
| (10A) describe ways to build and maintain friendships | 1 – 3 |
| (10B) practice refusal skills to avoid and resolve conflicts | Conflict resolution covered in 4 – 14, 15 |

| Grade 2 | HealthSmart (Grade – Lesson) |
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| Health Behaviors | |
| (1A) explain actions an individual can take when not feeling well | K – 7 2 – 6 |
| (1B) describe and demonstrate personal health habits such as brushing and flossing teeth and exercise | 2 – 7, 8, 16, 17, 19, 21, 22 |
| (1C) identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities | 2 – 18 (limiting sugar) Food groups covered in Grade 4 |
| (1D) identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices | 2 – 17, 18, 19 |
| (1E) define stress and describe healthy behaviors that reduce stress such as exercise | 2 – 20 (physical activity) Stress management covered specifically in 4 – 1, 2, 3 |
| (1F) describe the importance of individual health maintenance activities such as regular medical and dental checkups | Not covered |
| (1G) describe how a healthy diet can help protect the body against some diseases | Covered in Grade 5 |
| (2A) identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body* | 2 – 23, 24 (tobacco only) 3 – 25 (tobacco/alcohol) |
| (2B) identify ways to avoid deliberate and accidental injuries | 2 – 9, 10, 11, 12, 13 |
| (2C) explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming | 2 – 12, 13 |
| (2D) explain the importance of avoiding dangerous substances | K – 16 2 – 11 (water safety) |
| (2E) explain ways to avoid weapons and report the presence of weapons to an adult | K – 16 3 – 9, 10, 11 |
| (2F) identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult | 1 – 20 |
| Health Information | |
| (3A) describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet | 2 – 10, 12 |
| (3B) identify the major organs of the body such as the heart, lungs, and brain and describe their primary function | Not covered |
| (3C) identify the major systems of the body | Not covered |
| (4A) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization | 2 – 5 (not immunizations) |
| (4B) identify causes of disease other than germs such as allergies and heart disease | Not covered |
| (4C) explain how the body provides protection from disease | Can be addressed in 2 – 5 (fighting germs) |

* Grades K – 2 cover tobacco. Grades 3 and 4 cover tobacco and alcohol.

| Grade 2 (continued) | HealthSmart (Grade – Lesson) |
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| Health Information (continued) | |
| (4D) apply practices to control spread of germs in daily life such as hand washing and skin care | 2 – 5 |
| (5A) identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water | K – 17 (firearms) 2 – 9, 11, 12; 3 – 9, 10, 11 |
| (5B) describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra-violet rays | 1 – 7 (sun safety, weather) 2 – 7, 8 (sun safety) |
| (5C) identify personal responsibilities as a family member in promoting and practicing health behaviors | 2 – 1 |
| (6A) identify people who can provide health information | 2 – 4, 25 |
| (6B) identify various media that provide health information | Not covered |
| Influencing Factors | |
| (7A) describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals | 3 – 21 |
| (7B) discuss how personal health care products have been improved by technology such as sunblock and safety equipment | Not covered |
| (8A) describe how friends can influence a person's health | 1 – 3; 3 – 4 |
| (8B) recognize unsafe requests made by friends such as playing in the street | 2 – 9, 11, 12 3 – 13 (safe choices) 4 – 13 (resisting dares) |
| Personal/Interpersonal Skills | |
| (9A) identify characteristics needed to be a responsible family member or friend | 1 – 2, 3; 2 – 1 |
| (9B) list and demonstrate good listening skills | 3 – 4 |
| (9C) demonstrate refusal skills | 1 – 20 Refusal skills formally taught in 3 – 16, 29; 4 – 13, 22, 23 |
| (10A) describe how to effectively communicate | 2 – 3, 4; 3 – 4 |
| (10B) express needs, wants, and emotions in healthy ways | 2 – 3, 4 |
| (10C) explain the benefits of practicing self-control | 2 – 3 |
| (11A) explain steps in the decision-making process and the importance of following the steps | 2 – 9, 10, 11, 12, 26 |
| (11B) describe how personal-health decisions affect self and others | 2 – 26 |
| (11C) list the steps and describe the importance of task completion and goal setting | 2 – 13, 19, 21 (simple goal setting) |
| (11D) explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health | 2 – 4, 15, 26 |

| Grade 3 | HealthSmart (Grade – Lesson) |
|---|--|
| Health Behaviors | |
| (1A) explain how personal-health habits affect self and others | 3 – 6, 7 (disease prevention) 2 – 7, 8 (variety of health habits) |
| (1B) describe ways to improve personal fitness | 3 – 23, 24 |
| (1C) identify types of nutrients | 4 – 16 |
| (1D) describe food combinations in a balanced diet such as a food pyramid | 3 – 17 4 – 16, 17 (MyPlate) |
| (1E) explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music | 4 – 1, 2, 3 |
| (1F) explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills | 3 – 6, 7, 10, 11 |
| (2A) explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons | 3 – 9, 10, 11 |
| (2B) describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them | 3 – 25, 26 |
| (2C) identify reasons for avoiding violence, gangs, weapons and drugs | 3 – 9, 10, 11 (firearms), 14 (bullying), 25 (tobacco/alcohol) |
| (2D) identify examples of abuse and describe appropriate responses | 3 – 14 (bullying), 16 (inappropriate touch) |
| (2E) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries | 3 – 9, 10, 11, 12 |
| (3A) identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease | 3 – 6, 7 |
| (3B) explain the body's defense systems and how they fight disease | Can be addressed in 3 – 6 |
| (3C) explain actions to take when illness occurs such as informing parents/adults | 3 – 6, 8 |
| Health Information | |
| (4A) list and explain the stages of growth and development | 4 – 25 |
| (4B) name and locate major components of the body systems | Not covered |
| (4C) explain the interrelationships of the body systems | Not covered |
| (5A) demonstrate the ability to locate resources from parents and family members, school, and the community | 3 – 1, 2, 8, 13, 15, 16, 26 |
| (5B) demonstrate the ability to locate school and community health helpers | 3 – 13, 15, 16 |
| (6A) relate how protecting the environment promotes individual and community health | Not covered |
| (6B) identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness | Not covered |

| Grade 3 (continued) | HealthSmart (Grade – Lesson) |
|--|---------------------------------------|
| Influencing Factors | |
| (6C) identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws | Not covered |
| (6D) describe roles and responsibilities of family members in promoting and practicing health behaviors | 3 – 3 |
| (7A) describe how the media can influence knowledge and health behaviors | 3 – 21, 28 |
| (7B) identify ways in which health care has improved as a result of technology | Not covered |
| Personal/Interpersonal Skills | |
| (8A) distinguish between positive and negative peer pressures and their effects on personal health behaviors | 3 – 4, 21, 27, 28 |
| (8B) describe ways in which peers and families can work together to build a healthy community | 3 – 3, 4, 5 |
| (9A) demonstrate effective verbal and nonverbal communication | 3 – 4, 15, 16, 29 |
| (9B) demonstrate strategies for resolving conflicts | 4 – 15 |
| (9C) explain how to be a good friend | 3 – 4 |
| (9D) demonstrate effective listening skills | 3 – 4 |
| (9E) identify ways to communicate with parents/trusted adults about health concerns | 3 – 2, 3, 15, 16 |
| (9F) demonstrate refusal skills | 3 – 16, 29 |
| (10A) demonstrate respectful communication with family members, peers, teachers, and others | 3 – 4, 5 |
| (10B) describe the mental-health value of respectful communication such as reducing the potential for angry behavior | 3 – 2 4 – 14, 15 5 – 3 |
| (10C) express needs, wants, and emotions in healthy ways | 3 – 2, 4, 15, 16, 29 |
| (11A) practice critical-thinking skills when making health decisions | 3 – 13, 26 |
| (11B) gather data to help make informed health choices | 3 – 13, 26 |
| (11C) explain the positive and negative consequences of making a health-related choice | 3 – 13, 26 |
| (11D) explain the importance of seeking assistance in making decisions about health | 3 – 13, 26 |
| (11E) practice assertive communication and refusal skills | 3 – 16, 29 |
| (11F) describe goal-setting skills | 3 – 12, 22, 24 |
| (11G) explain the importance of time passage with respect to a goal | Can be addressed in 3 – 12, 22, 24 |

| Grade 4 | HealthSmart (Grade – Lesson) |
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| Health Information | |
| (1A) identify the benefits of six major nutrients contained in foods | Covered in Middle School |
| (1B) identify information on menus and food labels | 5 – 18 (junk foods) Covered in Middle School |
| (1C) differentiate between aerobic and anaerobic exercise | 4 – 18 5 – 20 |
| (1D) explain the physical, mental, and social benefits of fitness | 4 – 18 5 – 20 |
| (1E) explain how sleep affects academic performance | Covered in Middle School |
| (1F) identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety | 4 – 3, 5, 9, 19 |
| (2A) describe how health behaviors affect body systems | Covered in Middle School |
| (2B) describe the basic function of major body systems such as the circulatory and digestive systems | Not covered |
| (3A) identify characteristics of health information | 4 – 20 |
| (3B) describe the importance of accessing health information through a variety of health resources | 4 – 6, 20, 27 |
| Health Behaviors | |
| (4A) identify the use and abuse of prescription and non-prescription medication such as over-the-counter | 3 – 25 Covered in Middle School |
| (4B) explain the similarities of and the differences between medications and street drugs/substances | 3 – 25 Covered in Middle School |
| (4C) describe the short-term and long-term harmful effects of tobacco, alcohol, and other substances such as physical, mental, social, and legal consequences | 4 – 20, 22, 24 |
| (4D) identify ways to avoid drugs and list alternatives for the use of drugs and other substances | 4 – 21 |
| (4E) explain how to develop a home-safety and emergency response plan such as fire safety | 4 – 11, 12 |
| (4F) identify strategies for avoiding deliberate and accidental injuries such as gang violence and accidents at school and home | 4 – 11, 12 |
| (4G) identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult | 3 – 16 (inappropriate touch) 5 – 7, 9, 10, 12 (violence) |
| (5A) set personal-health goals for preventing illness | 4 – 9 |
| (5B) identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi | Covered in Middle School |
| (5C) discuss ways in which prevention and transmission of disease are affected by individual behaviors | 3 – 6 4 – 7 5 – 6 |
| (5D) distinguish between communicable and noncommunicable diseases | 5 – 5 |

| Grade 4 (continued) | HealthSmart (Grade – Lesson) |
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| Influencing Factors | |
| (6A) identify similarities in which healthy environments can be promoted in homes, schools, and communities | Not covered |
| (6B) explain the importance of a community environmental health plan | Not covered |
| (7A) explain how the media can influence health behaviors | 4 – 21 5 – 14, 27 |
| (7B) describe ways technology can influence health | 3 – 23 (sedentary habits) 5 – 7 (cyberbullying) |
| Personal/Interpersonal Skills | |
| (8A) explain the influence of peer pressure on an individual's social and emotional health | 4 – 13, 21 |
| (8B) describe the importance of being a positive role model for health | 3 – 1 4 – 13 (refusing dares) |
| (9A) describe the qualities of a good friend | 3 – 4 |
| (9B) explain steps in conflict resolution | 4 – 14, 15 |
| (9C) explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted | 4 – 13, 21, 22, 23 |
| (9D) demonstrate healthy ways of gaining attention | Not covered |
| (9E) identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions | 4 – 13, 17, 18, 19 |
| (9F) analyze strengths and weaknesses in personal communication skills | 5 – 6 |
| (9G) identify positive and negative characteristics of social groups such as gangs, clubs, and cliques | Covered in middle school |
| (9H) demonstrate refusal skills | 4 – 20, 28, 29, 30 |
| (10A) demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf | Not covered |
| (10B) describe healthy ways of responding to disrespectful behavior | 4 – 4, 5 |
| (10C) describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors | 4 – 17, 18, 19 |
| (11A) explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems | 4 – 13, 19 |
| (11B) explain the advantages of setting short and long-term goals | 4 – 11 |
| (11C) describe the importance of parental guidance and other trusted adults in goal setting | 4 – 11 |
| (11D) explain the dangers of yielding to peer pressures by assessing risks/consequences | 4 – 14, 15, 16 |
| (11E) describe steps in decision making and problem solving | 3 – 5, 18 |

| Grade 5 | HealthSmart (Grade – Lesson) |
|---|---|
| Health Information | |
| (1A) examine and analyze food labels and menus for nutritional content | 5 – 18 (junk foods) Covered in Middle School |
| (1B) apply information from the food guide pyramid to making healthy food choices | 5 – 16, 17, 18, 19 (MyPlate) |
| (1C) identify foods that are sources of one or more of the six major nutrients | Covered in Middle School |
| (1D) calculate the relationship between caloric intake and energy expenditure | Covered in Middle School |
| (1E) differentiate between health-related and skill-related physical activities | Can be addressed in 5 – 20, 21 |
| (1F) analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety | 4 – 3 (stress management) 5 – 23, 23 (eating/exercise) |
| (2A) describe the structure, functions, and interdependence of major body systems | Not covered |
| (2B) identify and describe changes in male and female anatomy that occur during puberty | 5 – 34, 35 |
| (3A) describe methods of accessing health information | 5 – 4, 13, 31, 38 |
| (3B) demonstrate ways to communicate health information such as posters, videos, and brochures | 5 – 9, 15, 27, 36 |
| Health Behaviors | |
| (4A) explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs | 5 – 16, 20, 24, 33, 34, 35 |
| (4B) relate the importance of immunizations in disease prevention | Not covered |
| (4C) distinguish between myth and fact related to disease and disease prevention | Can be addressed in 5 – 5, 6 |
| (4D) list the effects of harmful viruses on the body such as polio, HIV, and the common cold | Can be addressed in 5 – 5 Covered in Middle School (HIV) |
| (4E) explain how to manage common minor illnesses such as colds and skin infections | Not covered |
| (5A) describe the use and abuse of prescription and non-prescription medications such as over-the-counter | Covered in Middle School |
| (5B) compare and contrast the effects of medications and street drugs | 3 - 25 |
| (5C) analyze the short-term and long-term harmful effects of alcohol, tobacco, and other substances on the functions of the body systems such as physical, mental, social, and legal consequences | 5 – 24, 25, 30 |
| (5D) identify and describe alternatives to drug and substance use | 5 – 51 |
| (5E) demonstrate strategies for preventing and responding to deliberate and accidental injuries | 4 – 11, 12 Grade 5 focuses on violence |
| (5F) explain strategies for avoiding violence, gangs, weapons and drugs | 5 – 9, 12, 15, 30 |

| Grade 5 (continued) | HealthSmart (Grade – Lesson) |
|---|---|
| (5G) describe response procedures for emergency situations | Not covered |
| (5H) describe the value of seeking advice from parents and educational personnel about unsafe behaviors | 5 – 9, 12, 13, 31, 38 |
| (5I) explain the impact of neglect and abuse | Covered in Middle School |
| Influencing Factors | |
| (6A) distinguish between healthy and harmful influences of friends and others | 5 – 7, 11, 19, 26, 30 |
| (6B) describe the characteristics of healthy and unhealthy friendships | 5 – 2 |
| (6C) identify ways to enhance personal communication skills | 5 - 3 |
| (6D) analyze respectful ways to communicate with family, adults, and peers | 5 – 3 |
| (6E) demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English | Can be addressed in 5 – 3 |
| (6F) apply and practice strategies for self-control | 5 – 12 |
| (6G) describe strategies for stress management | 4 – 3 |
| (7A) research the effect of media on health-promoting behaviors | 5 – 14, 27 |
| (7B) identify the use of health-related technology in the school such as audiometry and the Internet | Not covered |
| (8A) explain the importance of communication skills as a major influence on the social and emotional health of the individual and family | 5 – 3 |
| (8B) describe daily and weekly activities that promote the health of a family | Not covered |
| (8C) describe how a safe school environment relates to a healthy community | 5 – 7, 9, 10, 12 |
| (8D) identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging | Not covered |
| Personal/Interpersonal Skills | |
| (9A) describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor | 5 – 9, 12, 13, 31 |
| (9B) assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving | 5 – 7, 11, 12, 26, 28, 29, 37 |
| (9C) utilize critical thinking in decision making and problem solving | 5 – 12, 29 |
| (9D) describe benefits in setting and implementing short and long-term goals | 5 – 22, 23, |
| (9E) explain the necessity of perseverance to achieve goals | 5 – 22, 23, |
| (9F) explain the importance of parent/trusted adult guidance in goal setting | 5 – 22, 23, 30 |