

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

**Grades K–5**

**etr.**

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

Grade K (continued)	HealthSmart (Grade – Lesson)
<b>Influencing Factors</b>	
(6A) tell how germs cause illness and disease in people of all ages	<b>K – 6</b>
(6B) name symptoms of common illnesses and diseases	<b>K - 7</b>
(6C) explain practices used to control the spread of germs such as washing hands	<b>K - 6</b>
(6D) discuss basic parts of the body's defense system against germs such as the skin	Can be addressed in <b>K – 6</b> (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	<b>1 - 7</b>
(7B) identify ways to prevent the transmission of head lice such as sharing brushes and caps	Not covered
<b>Personal/Interpersonal Skills</b>	
(8A) recognize and describe individual differences and communicate appropriately with all individuals	<b>K – 1, 2</b>
(8B) explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals	<b>K – 3</b>
(8C) recognize and explain the importance of manners and rules for healthy communication	Can be addressed in <b>K – 1, 2, 3</b> (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	<b>K – 10</b> (feeling safe) <b>1 – 20</b> (inappropriate touch)
(9B) demonstrate skills for making new acquaintances	Can be addressed in <b>1 – 3</b> (having friends)

<b>Grade 1</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Health Behaviors</b>	
(1A) describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise	<b>1 – 5, 6, 7, 8, 21, 22, 24, 25</b>
(1B) describe activities that are provided by health care professionals such as medical check-up and dental exams	<b>1 – 6</b> (dentist briefly covered)
(2A) identify and use protective equipment to prevent injury	<b>2 – 12</b> Covered in Grades 3 and 4
(2B) name safe play environments	<b>1 – 14</b>
(2C) explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs	<b>1 – 26, 27, 28, 29</b>
(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	<b>K – 17</b> (firearms) <b>1 – 9, 11, 26</b>
(2E) identify safety rules that help to prevent poisoning	<b>K – 16</b>
(2F) identify and describe safe bicycle skills	<b>2 – 12</b>
(2G) identify and practice safety rules during play	<b>1 – 14</b>
(2H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult	<b>1 – 9, 11, 20</b>
(3A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems	<b>1 – 9, 11, 29</b>
(3B) describe how decisions can be reached and problems can be solved	<b>K – 20</b>
(3C) explain the importance of goal setting and task completion	<b>1 – 8, 20, 22</b>
<b>Health Information</b>	
(4A) identify and demonstrate use of the five senses	Not covered
(4B) identify major body structures and organs and describes their basic functions	<b>K – 24</b> (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	<b>1 – 1, 9, 11, 17, 29</b>
(5B) list ways health information can be used such as knowing how to brush teeth properly	<b>1 – 5, 6, 7, 8</b>
(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	<b>1 – 25</b> (in relation to physical activity)

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

<b>Grade 2</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Health Behaviors</b>	
(1A) explain actions an individual can take when not feeling well	<b>K – 7</b> <b>2 – 6</b>
(1B) describe and demonstrate personal health habits such as brushing and flossing teeth and exercise	<b>2 – 7, 8, 16, 17, 19, 21, 22</b>
(1C) identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities	<b>2 – 18</b> (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	<b>2 – 17, 18, 19</b>
(1E) define stress and describe healthy behaviors that reduce stress such as exercise	<b>2 – 20</b> (physical activity) Stress management covered specifically in <b>4 – 1, 2, 3</b>
(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*	<b>2 – 23, 24</b> (tobacco only) <b>3 – 25</b> (tobacco/alcohol)
(2B) identify ways to avoid deliberate and accidental injuries	<b>2 – 9, 10, 11, 12, 13</b>
(2C) explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming	<b>2 – 12, 13</b>
(2D) explain the importance of avoiding dangerous substances	<b>K – 16</b> <b>2 – 11</b> (water safety)
(2E) explain ways to avoid weapons and report the presence of weapons to an adult	<b>K – 16</b> <b>3 – 9, 10, 11</b>
(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	<b>1 – 20</b>
<b>Health Information</b>	
(3A) describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet	<b>2 – 10, 12</b>
(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	<b>2 – 5</b> (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 <b>2 – 5</b> (fighting germs)

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

Grade 2 (continued)	HealthSmart (Grade – Lesson)
<b>Health Information (continued)</b>	
(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
<b>Influencing Factors</b>	
(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)
<b>Personal/Interpersonal Skills</b>	
(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

<b>Grade 3</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Health Behaviors</b>	
(1A) explain how personal-health habits affect self and others	<b>3 – 6, 7</b> (disease prevention) <b>2 – 7, 8</b> (variety of health habits)
(1B) describe ways to improve personal fitness	<b>3 – 23, 24</b>
(1C) identify types of nutrients	<b>4 – 16</b>
(1D) describe food combinations in a balanced diet such as a food pyramid	<b>3 – 17</b> <b>4 – 16, 17</b> (MyPlate)
(1E) explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music	<b>4 – 1, 2, 3</b>
(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	<b>3 – 6, 7, 10, 11</b>
(2A) explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons	<b>3 – 9, 10, 11</b>
(2B) describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them	<b>3 – 25, 26</b>
(2C) identify reasons for avoiding violence, gangs, weapons and drugs	<b>3 – 9, 10, 11</b> (firearms), <b>14</b> (bullying), <b>25</b> (tobacco/alcohol)
(2D) identify examples of abuse and describe appropriate responses	<b>3 – 14</b> (bullying), <b>16</b> (inappropriate touch)
(2E) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries	<b>3 – 9, 10, 11, 12</b>
(3A) identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease	<b>3 – 6, 7</b>
(3B) explain the body's defense systems and how they fight disease	Can be addressed in <b>3 – 6</b>
(3C) explain actions to take when illness occurs such as informing parents/adults	<b>3 – 6, 8</b>
<b>Health Information</b>	
(4A) list and explain the stages of growth and development	<b>4 – 25</b>
(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	<b>3 – 1, 2, 8, 13, 15, 16, 26</b>
(5B) demonstrate the ability to locate school and community health helpers	<b>3 – 13, 15, 16</b>
(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)
<b>Influencing Factors</b>	
(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
<b>Personal/Interpersonal Skills</b>	
(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

<b>Grade 4</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Health Information</b>	
(1A) identify the benefits of six major nutrients contained in foods	Covered in Middle School
(1B) identify information on menus and food labels	<b>5 – 18</b> (junk foods) Covered in Middle School
(1C) differentiate between aerobic and anaerobic exercise	<b>4 – 18</b> <b>5 – 20</b>
(1D) explain the physical, mental, and social benefits of fitness	<b>4 – 18</b> <b>5 – 20</b>
(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	<b>4 – 3, 5, 9, 19</b>
(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	<b>4 – 20</b>
(3B) describe the importance of accessing health information through a variety of health resources	<b>4 – 6, 20, 27</b>
<b>Health Behaviors</b>	
(4A) identify the use and abuse of prescription and non-prescription medication such as over-the-counter	<b>3 – 25</b> Covered in Middle School
(4B) explain the similarities of and the differences between medications and street drugs/substances	<b>3 – 25</b> 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	<b>4 – 20, 22, 24</b>
(4D) identify ways to avoid drugs and list alternatives for the use of drugs and other substances	<b>4 – 21</b>
(4E) explain how to develop a home-safety and emergency response plan such as fire safety	<b>4 – 11, 12</b>
(4F) identify strategies for avoiding deliberate and accidental injuries such as gang violence and accidents at school and home	<b>4 – 11, 12</b>
(4G) identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult	<b>3 – 16</b> (inappropriate touch) <b>5 – 7, 9, 10, 12</b> (violence)
(5A) set personal-health goals for preventing illness	<b>4 – 9</b>
(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	<b>3 – 6</b> <b>4 – 7</b> <b>5 – 6</b>
(5D) distinguish between communicable and noncommunicable diseases	<b>5 – 5</b>

Grade 4 (continued)	HealthSmart (Grade – Lesson)
<b>Influencing Factors</b>	
(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	<b>4 – 21</b> <b>5 – 14, 27</b>
(7B) describe ways technology can influence health	<b>3 – 23</b> (sedentary habits) <b>5 – 7</b> (cyberbullying)
<b>Personal/Interpersonal Skills</b>	
(8A) explain the influence of peer pressure on an individual's social and emotional health	<b>4 – 13, 21</b>
(8B) describe the importance of being a positive role model for health	<b>3 – 1</b> <b>4 – 13</b> (refusing dares)
(9A) describe the qualities of a good friend	<b>3 – 4</b>
(9B) explain steps in conflict resolution	<b>4 – 14, 15</b>
(9C) explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted	<b>4 – 13, 21, 22, 23</b>
(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	<b>4 – 13, 17, 18, 19</b>
(9F) analyze strengths and weaknesses in personal communication skills	<b>5 – 6</b>
(9G) identify positive and negative characteristics of social groups such as gangs, clubs, and cliques	Covered in middle school
(9H) demonstrate refusal skills	<b>4 – 20, 28, 29, 30</b>
(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	<b>4 – 4, 5</b>
(10C) describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors	<b>4 – 17, 18, 19</b>
(11A) explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems	<b>4 – 13, 19</b>
(11B) explain the advantages of setting short and long-term goals	<b>4 – 11</b>
(11C) describe the importance of parental guidance and other trusted adults in goal setting	<b>4 – 11</b>
(11D) explain the dangers of yielding to peer pressures by assessing risks/consequences	<b>4 – 14, 15, 16</b>
(11E) describe steps in decision making and problem solving	<b>3 – 5, 18</b>

<b>Grade 5</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Health Information</b>	
(1A) examine and analyze food labels and menus for nutritional content	<b>5 – 18</b> (junk foods) Covered in Middle School
(1B) apply information from the food guide pyramid to making healthy food choices	<b>5 – 16, 17, 18, 19</b> (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 <b>5 – 20, 21</b>
(1F) analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety	<b>4 – 3</b> (stress management) <b>5 – 23, 23</b> (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	<b>5 – 34, 35</b>
(3A) describe methods of accessing health information	<b>5 – 4, 13, 31, 38</b>
(3B) demonstrate ways to communicate health information such as posters, videos, and brochures	<b>5 – 9, 15, 27, 36</b>
<b>Health Behaviors</b>	
(4A) explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs	<b>5 – 16, 20, 24, 33, 34, 35</b>
(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 <b>5 – 5, 6</b>
(4D) list the effects of harmful viruses on the body such as polio, HIV, and the common cold	Can be addressed in <b>5 – 5</b> 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	<b>3 - 25</b>
(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	<b>5 – 24, 25, 30</b>
(5D) identify and describe alternatives to drug and substance use	<b>5 – 25</b>
(5E) demonstrate strategies for preventing and responding to deliberate and accidental injuries	<b>4 – 11, 12</b> Grade 5 focuses on violence
(5F) explain strategies for avoiding violence, gangs, weapons and drugs	<b>5 – 9, 12, 15, 30</b>

<b>Grade 5 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
(5G) describe response procedures for emergency situations	Not covered
(5H) describe the value of seeking advice from parents and educational personnel about unsafe behaviors	<b>5 – 9, 12, 13, 31, 38</b>
(5I) explain the impact of neglect and abuse	Covered in Middle School
<b>Influencing Factors</b>	
(6A) distinguish between healthy and harmful influences of friends and others	<b>5 – 7, 11, 19, 26, 30</b>
(6B) describe the characteristics of healthy and unhealthy friendships	<b>5 – 2</b>
(6C) identify ways to enhance personal communication skills	<b>5 - 3</b>
(6D) analyze respectful ways to communicate with family, adults, and peers	<b>5 – 3</b>
(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 <b>5 – 3</b>
(6F) apply and practice strategies for self-control	<b>5 – 12</b>
(6G) describe strategies for stress management	<b>4 – 3</b>
(7A) research the effect of media on health-promoting behaviors	<b>5 – 14, 27</b>
(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	<b>5 – 3</b>
(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	<b>5 – 7, 9, 10, 12</b>
(8D) identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging	Not covered
<b>Personal/Interpersonal Skills</b>	
(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	<b>5 – 9, 12, 13, 31</b>
(9B) assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving	<b>5 – 7, 11, 12, 26, 28, 29, 37</b>
(9C) utilize critical thinking in decision making and problem solving	<b>5 – 12, 29</b>
(9D) describe benefits in setting and implementing short and long-term goals	<b>5 – 22, 23,</b>
(9E) explain the necessity of perseverance to achieve goals	<b>5 – 22, 23,</b>
(9F) explain the importance of parent/trusted adult guidance in goal setting	<b>5 – 22, 23, 30</b>