

HealthSmart Alignment with Utah Core State Standards for Health Education



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GRADES K–5

HEALTH STANDARDS	GRADE K	GRADE 1*	GRADE 2*
Strand 1: Health Foundations and Protective Factors of Healthy Self			
K.HF.1: Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.	3, 7, 8, 9, 10, 11, 18, 22		
K.HF.2: Describe how to make friends and be a good friend.		3	
K.HF.3: Communicate respectfully with others.	1, 2		
Strand 2: Mental and Emotional Health			
K.MEH.1: Identify how different emotions feel and how the body reacts to those emotions.	2		
K.MEH.2: Practice methods to calm down (for example, deep breathing, counting to 10, mindfulness).	2		
Note: Strands 3 and 4 are not utilized in kindergarten.			
Strand 5: Nutrition			
K.N.1: List a variety of healthy foods from each food group.	22 [healthy foods in general]		
K.N.2: Explain the importance of choosing healthy foods and beverages at each meal.	22		
K.N.3: Discuss the importance of trying new foods.	22		
Strand 6: Human Development			
K.HD.1: Describe why oral hygiene, washing body and hands, and wearing clean clothes are important for a healthy body.	5, 6		
K.HD.2: Explain different methods (for example, booster seats, seatbelts, helmets, safety equipment, visiting healthcare providers) for keeping the developing body safe and healthy.	9 [getting help when ill], 12, 13, 14 [pedestrian safety], 15 [passenger safety], 16 [poison safety], 17 [firearm safety]		
K.HD.3: Distinguish between appropriate and inappropriate touch.		20	
K.HD.4: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.	10 [getting help], 11 [help for bullying], 29 [moving away from secondhand smoke]		

*Note: Main grade level alignment is noted first. Some topics may be covered at previous or subsequent grade levels.

HEALTH STANDARDS	GRADE K*	GRADE 1	GRADE 2*
Strand 1: Health Foundations and Protective Factors of Healthy Self			
1.HF.1: Define goals and explain why setting goals is important.		5 [pledge to brush teeth], 6 [pledge to wash hands], 8 [sleep goal], 23 [breakfast or water goal]	
1.HF.2: Explain how to make good decisions and how all decisions can affect self or others.	20 [safety decisions]		9, 10, 11, 12 [safety decisions]
1.HF.3: Demonstrate how to express gratitude, treat others with kindness, and respect differences.		3 [friendships], 4 [emotions]	
Strand 2: Mental and Emotional Health			
1.MEH.1: Define what bullying is and is not and demonstrate what to say and do if someone is bullying or bothering oneself or others. Compare these actions with kindness.		18	
1.MEH.2: Demonstrate healthy ways to express needs, wants, and feelings.		4	
Strand 3: Safety and Disease Prevention			
1.SDP.1: Understand how proper use of equipment (for example, helmets, sports equipment, seat belts, booster seats) helps protect from injury.		12 [passenger safety], 13 [bus safety], 14 [playground safety]	
1.SDP.2: Identify when an environment or situation is not safe (for example, abuse, bullying, harmful substances, firearms, fire, medical emergency) and understand how to react and promptly report to a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) or emergency services.	17 [firearms]	9 [being safe], 11 [safe routes], 15 & 16 [fire safety], 17 [9-1-1], 18 [bullying], 20 [unsafe touch]	
1.SDP.3: Recognize the importance of using electronic devices only with trusted adult supervision.	Not covered		
1.SDP.4: Describe behaviors that may prevent and reduce the risk of disease.		5	
1.SDP.5: Recognize the importance of never touching another person's blood or other bodily fluids.			5
Strand 4: Substance Abuse Prevention			
1.SAP.1: Compare and contrast the difference between helpful and harmful substances.	7 [medicine use], 16 [poisons]		
1.SAP.2: Explain the importance of only taking medicine with adult supervision.	7		6
1.SAP.3: Practice strategies that can be used to refuse harmful substances.		28, 29	

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HEALTH STANDARDS	GRADE K*	GRADE 1	GRADE 2*
Strand 5: Nutrition			
1.N.1: Recognize major food groups, including water, and list a variety of healthy foods in each group.	22 [healthy foods in general]	21, 22 [Grade 1 focuses on breakfast and drinking water]	18 [fruits & vegetables]
1.N.2: Identify foods and beverages that are healthy choices for the body and explain the importance of choosing healthy foods at each meal.		21 [breakfast], 22 [water]	
1.N.3: Describe how food is fuel for the body.		21	
1.N.4: Recognize not all food products advertised or sold are healthy.		Can be added to 21	Can be added to 17
Strand 6: Human Development			
1.HD.1: Explain how hand washing, clean clothes, and oral hygiene are important for a healthy body.		5, 6	
1.HD.2: Explain how the right amount of sleep contributes to health and wellness.		8	
1.HD.3: Recognize that healthy bodies come in different shapes, sizes, and abilities.		24	
1.HD.4: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, unsafe, or afraid.		9, 20	

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HEALTH STANDARDS	GRADE 1*	GRADE 2	GRADE 3*
Strand 1: Health Foundations and Protective Factors of Healthy Self			
2.HF.1: Set a goal and discuss strategies for meeting the goal.		13, 19, 21	
2.HF.2: Recognize when assistance is needed in making decisions.		26	13
2.HF.3: Identify ways to set, recognize, respect, and communicate personal boundaries.		14, 15 [in relation to bullying]	4 [boundaries in friendships], 16 [boundaries around touch]
2.HF.4: Practice active-listening skills.			4
2.HF.5: Describe characteristics of a good friend.	3		4
Strand 2: Mental and Emotional Health			
2.MEH.1: Identify the causes of different emotions and practice methods to express emotions appropriately.		3	
2.MEH.2: Describe ways to respond to uncomfortable emotions or situations.		3, 4	
2.MEH.3: Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about emotions.		4	
Strand 3: Safety and Disease Prevention			
2.SDP.1: Explain how products (for example, sun protection, hygiene products, sports equipment, seatbelts, booster seats) can contribute to personal health.		7, 10, 11, 12	
2.SDP.2: Identify personal behaviors that contribute to safe or unsafe use of technology.	Not covered		
2.SDP.3: Describe reasons why people visit a healthcare provider (for example, doctor, dentist, counselor).		Can be included in 6 around medicine use	
2.SDP.4: Identify ways people can avoid coming in contact with another person's blood and bodily fluids.		5	
Strand 4: Substance Abuse Prevention			
2.SAP.1: Recognize the health implications of harmful substances and demonstrate how to refuse alcohol, tobacco, nicotine, and other substances.		23, 24 [tobacco only]	25 [tobacco & alcohol], 27, 28, 29 [refusal skills]
2.SAP.2: Describe the role medications play in wellness and identify what is helpful or harmful.		6	

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HEALTH STANDARDS	GRADE 1*	GRADE 2	GRADE 3*
Strand 5: Nutrition			
2.N.1: Identify food and beverage choices that contribute to good health.		16, 17, 18, 19	
2.N.2: Define calorie as a measurement of energy and describe how calories are necessary for good health.	Covered in Middle School		
2.N.3: Recognize the signals the body sends when hungry or full.	Grade K – 21		
2.N.4: Identify how family, peers, culture, and media influence eating habits.			21
Strand 6: Human Development			
2.HD.1: Identify the proper names for body parts.	Grade K – 4		
2.HD.2: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.	20 [unsafe touch]	6 [troublesome feelings], 15 [bullying]	16 [unsafe touch]

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HEALTH STANDARDS	GRADE 2*	GRADE 3	GRADE 4*
Strand 1: Health Foundations and Protective Factors of Healthy Self			
3.HF.1: Set a measurable short-term goal and identify people who can help achieve that goal.		12, 22, 24	
3.HF.2: Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict.		4	14, 15 [conflict resolution]
3.HF.3: Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.		5	
3.HF.4: Describe the qualities of a healthy relationship.		3, 4	
3.HF.5: Explain how trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) are resources for advice and guidance when making decisions.		2, 3, 13, 26	
Strand 2: Mental and Emotional Health			
3.MEH.1: Identify healthy strategies individuals may use to cope with disappointment, grief, sadness, and loss, including talking with a trusted adult.		2	
3.MEH.2: Define positive and negative stress and identify how each type feels. Identify behaviors or ways to alleviate stress.			1, 2, 3
3.MEH.3: Describe how various sources (for example, media, internet, social media, other people) can influence mental and emotional health and identify appropriate ways to respond.		1 [role models]	
Strand 3: Safety and Disease Prevention			
3.SDP.1: Explain and practice procedures to follow in case of emergency which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings. Describe how to react and promptly report to a trusted adult or emergency services.		Can be included in 9	
3.SDP.2: Identify personal behaviors that contribute to a safe or unsafe environments and discuss safety rules at home, school, and in the community.		9, 10, 11	
3.SDP.3: Describe safety guidelines for internet and social media and describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (for example, dangerous activities, unsafe challenges, purchasing choices, eating behaviors).		Can be included in 9, 10, 11	
3.SDP.4: Describe procedures to follow when encountering another person's blood or other bodily fluids.		Can be included in 9	

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HEALTH STANDARDS	GRADE 2*	GRADE 3	GRADE 4*
Strand 4: Substance Abuse Prevention			
3.SAP.1: Demonstrate how to respond when approached by an individual and asked to make a poor choice.		27, 28, 29	
3.SAP.2: Identify healthy alternatives (for example, physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.		26	
3.SAP.3: Examine the consequences to the brain, body and lungs when oxygen is limited through inhaling substances (for example, smoking, vaping, inhalants, candy, dust, pollutants).		25 [tobacco]	
3.SAP.4: Examine the consequences to the brain and body when harmful substances are ingested (for example, intoxicants, energy drinks, chemicals, poisons).		25 [tobacco/ alcohol]	
Strand 5: Nutrition			
3.N.1: Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.		17, 18, 19, 20, 22, 23, 24	
3.N.2: Identify healthy foods, including snacks, in appropriate portion sizes.		17, 18, 19, 20	
3.N.3: Describe the benefits of eating a nutritious breakfast.		19	
3.N.4: Discuss how family, peers, culture, and media influence eating habits.		21	
Strand 6: Human Development			
3.HD.1: Define hygiene and discuss its importance for health and well-being.		6 [disease prevention]	7, 27 [hygiene during puberty]
3.HD.2: Identify the building blocks of the human body (for example, cells, tissues, organs, organ systems, organisms).	Not covered [HealthSmart focus is on functional knowledge that will impact healthy behavior outcomes]		
3.HD.3: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.		13 [safety in general], 15 [bullying], 16 [unwanted touch]	

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HEALTH STANDARDS	GRADE 3*	GRADE 4	GRADE 5*
Strand 1: Health Foundations and Protective Factors of Healthy Self			
4.HF.1: Set a specific and measurable short-term goal and track the progress.		9, 19	
4.HF.2: Describe how choices can have positive and negative consequences and give examples of how a person's decisions can be positively or negatively influenced by others, including peers.		21 [substance use], 28	
4.HF.3: Recognize and accept that reasonable people can have differing opinions.		14, 15	
4.HF.4: Distinguish between healthy and unhealthy relationships.	3, 4		2
Strand 2: Mental and Emotional Health			
4.MEH.1: Identify healthy ways to manage and reduce stress (for example, exercise, hobbies, mindfulness, time management, organization).		3	
4.MEH.2: Practice strategies to manage inappropriate or harmful comments and behaviors from others.	15 [bullying]	5 [self-control], 6 [getting help], 13 [resisting dares], 15 [conflict resolution]	9 [bullying]
4.MEH.3: Define empathy and practice demonstrating empathy with peers.		Can be included in 14 and 15	
4.MEH.4: Identify ways to support self and others struggling with mental and emotional health and recognize when to seek help.		2, 3, 4	
Strand 3: Safety and Disease Prevention			
4.SDP.1: Describe how immediate response increases a victim's chance for survival and demonstrate the proper use of basic first aid in a variety of situations.	<i>HealthSmart K-5 does not cover first aid</i>		
4.SDP.2: Develop a personal safety plan to follow in case of emergency, which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings.		Can be included in 11	
4.SDP.3: Identify and practice ways to prevent common childhood injuries.		11, 12	
4.SDP.4: Discuss use and misuse of current technology and develop a personal safety plan for technology use.		Can be included in 11 or 12	
4.SDP.5: Explain facts about common chronic health conditions (for example, asthma, diabetes, allergies, anaphylaxis, seizures) and discuss empathy towards individuals living with these conditions.			5
4.SDP.6: Describe procedures to follow when encountering another person's blood or body fluid.		Can be included in 11 or 12	

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HEALTH STANDARDS	GRADE 3*	GRADE 4	GRADE 5*
Strand 4: Substance Abuse Prevention			
4.SAP.1: Explain how choosing to refuse alcohol, tobacco, nicotine, and other substances relates to accomplishing personal goals.		20, 24	
4.SAP.2: Explain the short and long-term physical, mental, social, financial, and emotional effects of alcohol, tobacco, nicotine, and substance use.		20, 24	
4.SAP.3: Discuss marketing tactics regarding harmful substances by reviewing various media sources to identify misinformation and manipulative techniques.		21	
4.SAP.4: Describe the appropriate use of medicines (over-the-counter [OTC] and prescription) and potential dangers of drug interactions.	8		
Strand 5: Nutrition			
4.N.1: Identify the basic nutrients and describe their functions (for example, carbohydrates, proteins, fats, vitamins, minerals, water).		17 [food jobs—specific nutrients covered in Middle School]	
4.N.2: Locate key nutrition items on nutrition facts label.			18 [Covered more thoroughly in Middle School]
4.N.3: Recognize that calories are needed for growth and body function and that caloric needs change throughout the lifespan.	Covered in Middle School		
4.N.4: Examine how health can be managed through healthy eating and physical activity.		17, 18, 19	
4.N.5: Analyze marketing tactics used for food and beverages.	21		
4.N.6: Identify foods that are grown and produced in Utah.		State-specific info will need to be added to 16 or 17	
Strand 6: Human Development			
4.HD.1: Describe the skeletal and muscular systems and their basic functions.	Not covered [HealthSmart focus is on functional knowledge that will impact healthy behavior outcomes]		
4.HD.2: Explain reasons why having good hygiene is important for health and well-being.		7, 27	
4.HD.3: List multiple trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with if feeling uncomfortable, afraid, or unsafe about an interaction or other harmful situations. Explain the need to talk with more than one adult if the issue is not resolved.		3, 4, 6, 14, 15, 27	

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HEALTH STANDARDS	GRADE 3*	GRADE 4*	GRADE 5
Strand 1: Health Foundations and Protective Factors of Healthy Self			
5.HF.1: Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.			22, 23 [need to add SMART-specific language to steps]
5.HF.2: Describe how the positive and negative consequences of a decision can have short and/or long-term effects			6, 8, 11, 24, 29
5.HF.3: Define and practice positive self-talk.	Covered in Middle School		
5.HF.4: Demonstrate ways to express gratitude and treat others with dignity and respect.			1, 2, 3
Strand 2: Mental and Emotional Health			
5.MEH.1: Practice a variety of stress management techniques.		3	
5.MEH.2: Demonstrate how to obtain and offer assistance to enhance the health of self and others in harmful situations.			13
5.MEH.3: Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.			13
Strand 3: Safety and Disease Prevention⁺			
5.SDP.1: Explain strategies on how to help others and demonstrate how to help or contact the appropriate emergency resources (for example, first aid, CPR, poison control, 911, mental health crisis lines, animal control, non-emergency lines) for different situations.			13 [mental health]
5.SDP.2: Explain a variety of healthy behaviors (for example, diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety) that avoid or reduce health risks.		11, 12	6, 16, 20, 29, 33, 37
5.SDP.3: Analyze the influence of media and technology on personal and family health and develop a personal safety plan for technology use.			Can be included in 14
5.SDP.4: Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.			5
5.SDP.5: Identify how to avoid, manage and report situations involving exposure to another person's blood and other bodily fluids.			Can be included in 6

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⁺Grade 5 focus is on violence prevention; Grade 4 covers injury.

HEALTH STANDARDS	GRADE 3*	GRADE 4*	GRADE 5
Strand 4: Substance Abuse Prevention ⁺			
5.SAP.1: Identify choices, behaviors, and practices that help support a lifestyle free from alcohol, tobacco, nicotine and other substances.			28, 29, 30
5.SAP.2: Practice ways to resist negative peer pressure and positively influence relations with peers in a variety of situations.			26, 28, 30
5.SAP.3: Evaluate how the use of alcohol, tobacco, nicotine and other substances can cause illness, injury, and complications with body development, overall health, and behavior.			24, 25
Strand 5: Nutrition			
5.N.1: Use a food label to calculate how caloric intake can change depending on the number of servings consumed.	Covered in Middle School		
			Can be added to 18
5.N.2: Create a healthy meal, including beverage, using current dietary guidelines.			17, 19
5.N.3: Differentiate between appetite and hunger.	Not covered		
5.N.4: Explain the role of healthy eating and physical activity in maintaining health.			6, 16, 20, 21
5.N.5: Analyze the influence of media and technology, including social media, on personal and family nutrition and body image.			Can be included in 19
5.N.6: Explain why different foods are produced in various regions of the United States and how this may affect consumer practices and local diets.	Not covered		
Strand 6: Human Development			
5.HD.1: Explain how the timing of puberty and adolescent development varies, including that there is a wide range of what is healthy or typical.			33, 34, 35
5.HD.2: Describe the basic structures of the reproductive and endocrine systems and identify their respective functions.			34, 35
5.HD.3: Describe the body changes that accompany puberty and how puberty prepares human bodies for reproduction.			33, 34, 35
5.HD.4: Explain the physical, social, and emotional changes that occur during puberty and adolescence and healthy ways to manage these changes.			32, 33

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*Grade 5 focuses on alcohol only.

HEALTH STANDARDS	GRADE 3*	GRADE 4*	GRADE 5
Strand 6: Human Development (continued)			
5.HD.5: Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about puberty.			33, 38
5.HD.6: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.			28 [refusal skills for alcohol], 31 [help for family alcohol issues], 38 [help with puberty]

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