

***HealthSmart* Alignment with
Health Education
Standards of Learning
for Virginia Public Schools**

Grades K–5

advancing
health
equity **etr.**

Grade K	HealthSmart (Grade – Lesson)
Essential Health Concepts – K.1	
<u>Body Systems</u> a) Identify major body parts (e.g., head, torso, arms, legs, hands, feet, muscles, bones). b) Describe the five senses (i.e., sight, hearing, smell, taste, touch).	K–4 Not covered, can be added to K–4
<u>Nutrition</u> c) Identify the MyPlate food groups (i.e., dairy, proteins, vegetables, fruits, grains) and a variety of foods and beverages from each group. d) Explain what it means to have a food allergy.	K–22 (healthy food choices; MyPlate not specifically covered until Grade 4) Can be added to K–21 or K–22
<u>Physical Health</u> e) Describe different types of physical activity and recognize the need for regular physical activity. f) Recognize the importance of a regular bedtime routine and enough sleep.	K – 24, 25 1–8
<u>Disease Prevention/Health Promotion</u> g) Define germs and describe how germs (e.g., bacteria, viruses) may cause common diseases (e.g., cold, flu). h) Describe the function of the teeth, how to take care of them, and the health professionals that help care for teeth (e.g., dentist, hygienist).	K–6; 1–5 K–5; 1–6
<u>Substance Abuse Prevention</u> i) Identify medicine as a pill or liquid that can be taken to feel better when sick but can cause harm if misused. j) Describe how medicine and other substances can be helpful or harmful, and recognize poison warning labels.	K–7 K–7 (medicines), 16 (poisons)
<u>Safety/Injury Prevention</u> k) Describe pedestrian, bike, bus, and playground safety practices. l) Describe emergency and nonemergency situations. m) Identify household products that are harmful or poisonous.	K–12, 13, 14 (pedestrian) 1–13 (bus), 14 (playground) K–18 K–16
<u>Mental Wellness/Social and Emotional Skills</u> n) Identify a variety of feelings (e.g., happiness, sadness, anger, fear, frustration, calmness). o) Describe what it means to be a friend and how to show kindness, consideration, and concern for others (i.e., self-awareness, social awareness, and relationship skills). p) Describe personal space.	K–2 K–1, 11 1–3 (friendships) Can be included in K–10
<u>Violence Prevention</u> q) Recognize that classroom rules are important for school (e.g., sharing, respecting others).	K–11
<u>Community/Environmental Health</u> r) Identify items and materials that can be reused (e.g., grocery bags, paper, water bottles, other containers).	Not covered

Grade K (continued)	HealthSmart (Grade – Lesson)
Healthy Decisions – K.2	
<u>Body Systems</u> a) Recognize how the major body parts work together to move. b) Identify situations that require the use of each of the five senses.	K–24 Not covered
<u>Nutrition</u> c) Describe healthy meal, snack, and beverage options that include food from the MyPlate food groups (i.e., dairy, proteins, vegetables, fruits, grains). d) Identify foods that most often cause allergies.	K–22 Not covered, can be added to K–21 or K–22
<u>Physical Health</u> e) Identify positive physical activity options and the benefits of being physically active every day. f) Describe alternatives to screen time.	K–24, 25 K–24, 25
<u>Disease Prevention/Health Promotion</u> g) Explain how hand washing helps remove bacteria and viruses that can make people sick, and describe situations where it is important to wash hands. h) Discuss the benefits of personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming).	K–6; 1–5 K–5, 6; 1–5, 6
<u>Substance Abuse Prevention</u> i) Describe consequences of taking medications unsupervised. j) Identify the meaning of safety signs, symbols, and warning labels and understand the dangers of white powder and other unknown substances.	K–7 K–16
<u>Safety/Injury Prevention</u> k) Describe how safety choices can prevent injuries (e.g., wearing a helmet, tying shoelaces, using seat belts and safety seats, sitting in the back seat of vehicles with airbags). l) Identify people who can help in an emergency and in non-emergency situations. m) Recognize that not all products advertised or sold are healthy or safe.	K–13, 14, 15, 16, 17, 20 K–9, 18, 19, 20 Not covered
<u>Mental Wellness/Social and Emotional Skills</u> n) Describe how feelings can influence actions. o) Identify strategies for making friends and how to show kindness, consideration, and concern for others, including how to cooperate and share with others. p) Identify ways to tell someone they are entering one’s personal space.	K–2 K–1; 1–1, 3 1–20
<u>Violence Prevention</u> q) Explain how classmates can support one another at school.	K–1
<u>Community/Environmental Health</u> r) Describe ways to reuse items and materials in the classroom.	Not covered

Grade K (continued)	HealthSmart (Grade – Lesson)
Advocacy and Health Promotion – K.3	
<u>Body Systems</u> a) Describe the different body parts involved in one movement (e.g., jumping, walking, biking). b) Describe ways to protect the five senses.	K–24 Not covered
<u>Nutrition</u> c) Create a shopping list that includes foods from each MyPlate food group. d) Describe how to help people with food allergies (e.g., being respectful of restrictions in the classroom and cafeteria, not sharing food, getting help from an adult).	Can be added to K–22 Not covered
<u>Physical Health</u> e) Describe ways to participate regularly in physical activities inside and outside of school. f) Describe ways to calm down before bed to prepare for sleeping.	K–24, 25 1–8
<u>Disease Prevention/Health Promotion</u> g) Demonstrate proper hand washing. h) Demonstrate how to brush and floss teeth correctly.	K – 6; 1–5 K – 5; 1–6
<u>Substance Abuse Prevention</u> i) Discuss why medicines should only be taken under the supervision of a parent/guardian. j) Identify adults to ask for help and assistance with harmful and unknown substances.	K–7 K–9, 16, 17
<u>Safety/Injury Prevention</u> k) Describe common safety rules and practices at home, at school, and in communities. l) Describe why it is important to ask adults for help in an emergency, how to ask for help, and how to call 911. m) Recognize that some household products are harmful if touched, ingested, or inhaled and the importance of asking adults before touching, ingesting, or inhaling white powder or other unknown substances.	K–12, 13, 14, 15, 16, 17 K–18, 19 K–16
<u>Mental Wellness/Social and Emotional Skills</u> n) Demonstrate how to use words to express feelings. o) Demonstrate strategies for making friends and showing kindness, consideration, and concern for others. p) Demonstrate how to tell someone they are entering one’s personal space and when to ask an adult for help.	K–2 1–3 K–2 (help with feelings) 1–20
<u>Violence Prevention</u> q) Demonstrate acceptable behavior in classrooms and during play, including showing respect for the personal space of others.	K–11
<u>Community/Environmental Health</u> r) Share the importance of reusing items and materials with school and family.	Not covered

Grade 1	HealthSmart (Grade – Lesson)
Essential Health Concepts – 1.1	
<u>Body Systems</u> a) Identify major body organs (e.g., heart, brain, lungs, stomach) and location of the organs.	Not covered
<u>Nutrition</u> b) Identify why it is important to consume a variety of foods and beverages from the five MyPlate food groups (i.e., fruits, vegetables, grains, protein, dairy). c) Explain what physical reactions may occur if someone is having an allergic reaction.	K – 22; 2–18 (MyPlate not specifically covered until Gr. 4) Not covered
<u>Physical Health</u> d) Recognize that physical activity is a form of healthy entertainment. e) Identify behaviors that promote health and wellness, including personal hygiene, sleep, physical activity, and healthy food choices.	1–24, 25 1–5, 6, 8, 21, 22, 25
<u>Disease Prevention/Health Promotion</u> f) Identify adults who keep children healthy (e.g., parents/guardians, teachers, school counselors, nurses, dentists, doctors).	1–2 (family; other helper adults can be included in 1–1)
<u>Substance Abuse Prevention</u> g) Identify that medicines can be both helpful and harmful.	K–7; 2–6
<u>Safety/Injury Prevention</u> h) Identify safety rules and guidelines for bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment. i) Compare and contrast personal safety behaviors at home, at school, and in the community. j) Describe sun safety practices.	1–10, 11, 12, 13, 14, 15, 16 2–12 (bike safety) 1–9, 10, 11, 13, 14, 16 1–7
<u>Mental Wellness/Social and Emotional Skills</u> k) Identify comfortable and uncomfortable feelings and when one might experience these feelings. l) Describe positive characteristics that are unique to each individual. m) Identify effective listening skills. n) Identify cooperative and responsible behaviors, such as respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others.	1–4, 9 K–1 Can be covered in 1–3 1–1, 3, 18
<u>Violence Prevention</u> o) Describe feelings that may result from hearing kind and unkind words and when experiencing problems (e.g., someone not sharing). p) Describe personal space and boundaries for oneself and others.	1–18 Can be covered in 1–9 and 1–18, 20
<u>Community/Environmental Health</u> q) Identify items and materials that can be reduced, recycled, repurposed, or reused.	Not covered

Grade 1 (continued)	HealthSmart (Grade – Lesson)
Healthy Decisions – 1.2	
<u>Body Systems</u> a) Describe the importance of having a healthy heart, brain, and lungs.	1–24 (physical activity), 1–26 (avoiding tobacco smoke)
<u>Nutrition</u> b) Identify "sometimes foods" (e.g., candy, cookies, chips, ice cream, soda) and recognize that not all food products advertised or sold are healthy. c) Explain how allergens remain on surfaces and why it is important to clean surfaces and hands before and after eating.	1–21 (breakfast foods) 2–17, 18 (snacks) Not covered
<u>Physical Health</u> d) Identify ways to increase physical activity.	1–25
<u>Disease Prevention/Health Promotion</u> e) Determine how sleep habits affect mood and academic performance. f) Explain the need for regular health checkups and screenings (e.g., medical, dental).	1–8 1–6 (dentist)
<u>Substance Abuse Prevention</u> g) Explain the harmful effects of misusing medicines and drugs.	K–7; 2–6
<u>Safety/Injury Prevention</u> h) Explain why it is important to follow safety rules and guidelines for personal safety. i) Describe how to report a dangerous situation. j) Identify the importance of sun safety.	1–9, 10, 11, 12, 13, 14, 15, 16 1–9, 17 1–7
<u>Mental Wellness/Social and Emotional Skills</u> k) Identify appropriate ways a person may express feelings (e.g., happy, unhappy, mad) and trusted adults to share feelings with at school and at home. l) Explain the importance of showing kindness, consideration, and concern for others. m) Explain how listening is important for effective communication. n) Identify strategies for respecting others' personal space, boundaries, and belongings.	1–4 1–1 Can be covered in 1-3 1–4, 18, 20
<u>Violence Prevention</u> o) Explain the importance of responsible behaviors when interacting with others. p) Explain how to listen and use words to respond to and solve problems.	1–3, 4, 18 1–4 (strong feelings), 18 (bullying), 20 (unsafe touch)
<u>Community/Environmental Health</u> q) Explain why it is important to dispose of trash properly, recycle materials, conserve water, and prevent water pollution.	Not covered

Grade 1 (continued)	HealthSmart (Grade – Lesson)
Advocacy and Health Promotion – 1.3	
<u>Body Systems</u> a) Share ways to maintain a healthy heart, brain, and lungs for lifelong health.	1–24 (physical activity), 1–26 (avoiding tobacco smoke)
<u>Nutrition</u> b) Explain that all foods can fit into a healthful diet through balance, variety, and moderation. c) Describe how one can get help from an adult if a classmate is having an allergic reaction.	1–21 (breakfast foods) Can be covered in 1–9
<u>Physical Health</u> d) Encourage classmates to be physically active inside and outside of school.	1–24, 25
<u>Disease Prevention/Health Promotion</u> e) Promote behaviors that impact health and wellness. f) Describe how one selected health professional/adult helps keep children healthy.	1–5, 6, 7, 8 Not covered
<u>Substance Abuse Prevention</u> g) Create safety rules for medications in the home.	2–6
<u>Safety/Injury Prevention</u> h) Promote positive behaviors for personal safety, including bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment. i) Practice fire safety and emergency/disaster procedures. j) Describe the proper way to apply sunscreen.	1–10, 11, 12, 13, 14, 15, 16, 19 1–15, 16, 17 1–7
<u>Mental Wellness/Social and Emotional Skills</u> k) Demonstrate ways to express feelings appropriately. l) Demonstrate cooperation with friends and classmates. m) Demonstrate effective listening skills. n) Apply strategies for establishing and respecting others' personal space, boundaries, and belongings.	1–4 1–3 Can be covered in 1–3 1–18, 20
<u>Violence Prevention</u> o) Demonstrate responsible behaviors when interacting with others. p) Demonstrate best ways to solve social problems.	1–3, 18 1–18 (bullying)
<u>Community/Environmental Health</u> q) Create strategies to keep the environment healthy, including proper disposal of trash, recycling or reusing, and water conservation.	Not covered

Grade 2	HealthSmart (Grade – Lesson)
Essential Health Concepts – 2.1	
<u>Body Systems</u> a) Identify structures that form body systems, including the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system) and how the systems work together.	Not covered
<u>Nutrition</u> b) Identify where and how fruits and vegetables are grown.	Not covered
<u>Physical Health</u> c) Describe correct posture for sitting, standing, and walking.	Not covered
<u>Disease Prevention/Health Promotion</u> d) Recognize that germs cause colds and flu, and define communicable as something that can be spread from person to person.	2–5
<u>Substance Abuse Prevention</u> e) Describe the harmful effects of medicine, alcohol, and tobacco, including poor concentration; impaired balance, vision, and memory; shortness of breath; cancer; lung and heart disease; and changes to the way a person feels, thinks, and acts. f) Identify refusal skills. g) Explain differences between prescription and nonprescription medications.	2–6 (medicine), 23 (tobacco) (alcohol content begins at Gr. 3) 3–29 (refusals begin in Gr. 3) 2–6
<u>Safety/Injury Prevention</u> h) Explain the importance of assuming responsibility for personal safety.	2–9, 10, 11, 12, 13
<u>Mental Wellness/Social and Emotional Skills</u> i) Identify feelings associated with disappointment, loss, and grief. j) Describe personal strengths and identify how individuals are unique. k) Describe characteristics of a trusted friend and a trusted adult.	2–3, 4 2–2, 20 2–4
<u>Violence Prevention</u> l) Explain the difference between joking, teasing, and bullying, and identify how each may impact the recipient. m) Define conflict and describe situations in which conflict may occur.	2–14, 15 4–14, 15 (conflict resolution content begins at Gr. 4)
<u>Community/Environmental Health</u> n) Describe how the environment influences health.	Not covered

Grade 2 (continued)	HealthSmart (Grade – Lesson)
Healthy Decisions – 2.2	
<u>Body Systems</u> a) Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems.	Can be included in 2–20, 21, 22 in context of physical activity
<u>Nutrition</u> b) Describe why fruits and vegetables are essential components of a healthy lifestyle.	2–18, 19
<u>Physical Health</u> c) Practice correct posture for sitting, standing, and walking.	Not covered
<u>Disease Prevention/Health Promotion</u> d) Explain why it is important to cover the mouth and nose when sneezing and to wash hands to stay free of communicable disease.	2–5
<u>Substance Abuse Prevention</u> e) Recognize that tobacco smoke and nicotine products (e.g., electronic smoking devices) are harmful to one’s health and should be avoided. f) Describe the use of refusal skills based on good decisions. g) Identify why medicines should only be taken under the supervision of an adult and the importance of childproof caps on medicines.	2–23, 24, 25, 26 2–26 2–6 (will need to add discussion of childproof caps)
<u>Safety/Injury Prevention</u> h) Identify ways that students can take responsibility for personal safety at home, at school, and in the community.	2–9, 10, 11, 12, 13
<u>Mental Wellness/Social and Emotional Skills</u> i) Explain healthy ways to express feelings associated with disappointment, loss, and grief. j) Discuss how empathy, compassion, and acceptance help one understand others. k) Identify trusted adults at school and at home.	2–3, 4 3–5 2–4
<u>Violence Prevention</u> l) Identify ways to respond appropriately to joking, teasing, and bullying. m) Describe how to work and play cooperatively and how to use nonviolent strategies to resolve conflict.	2–14, 15 2–2 (respecting differences) 4–14, 15 (conflict resolution content begins at Gr. 4)
<u>Community/Environmental Health</u> n) Describe ways to protect the environment.	Not covered

Grade 2 (continued)	HealthSmart (Grade – Lesson)
Advocacy and Health Promotion – 2.3	
<u>Body Systems</u> a) Explain how daily physical activity and healthy eating habits contribute to healthy cardiorespiratory, skeletal, and muscular systems.	2–18, 20
<u>Nutrition</u> b) Identify ways to incorporate fruits and vegetables into daily food choices (i.e., breakfast, lunch, dinner, snacks).	2–18, 19
<u>Physical Health</u> c) Demonstrate proper lifting and carrying techniques for handling backpacks and book bags.	Not covered
<u>Disease Prevention/Health Promotion</u> d) Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases.	2 – 5
<u>Substance Abuse Prevention</u> e) Explain why it is dangerous to sniff, taste, or swallow unknown substances. f) Demonstrate refusal skills in situations that involve harmful substances with peers and adults. g) Conduct an assessment of harmful substances in the home with a parent/guardian.	K–16 3–29 (tobacco/alcohol) Not covered
<u>Safety/Injury Prevention</u> h) Identify emergency resources, services, and healthcare professionals in the community that influence health, safety, and wellness.	1–17 (emergency services)
<u>Mental Wellness/Social and Emotional Skills</u> i) Identify adults who can help with disappointment, loss, and grief. j) Identify and discuss how to show respect for similarities and differences between individuals. k) Identify situations where trusted friends and adults can help.	2–4 2–2, 20; 3–5 2–4, 15
<u>Violence Prevention</u> l) Use appropriate strategies to safely stand up to teasing and to report bullying. m) Demonstrate nonviolent strategies to resolve conflict and support peers in school and in the community.	2–15 2–15 (preventing bullying) 4–14, 15 (conflict resolution content begins at Gr. 4)
<u>Community/Environmental Health</u> n) Promote a strategy to protect the environment.	Not covered

Grade 3	HealthSmart (Grade – Lesson)
Essential Health Concepts – 3.1	
<u>Body Systems</u> a) Identify the major structures and functions of the digestive system.	Not covered
<u>Nutrition</u> b) Explain the importance of water and healthy food choices for digestion and body function. c) Identify whole grain and refined grain food items. d) Identify foods that most often cause a food allergy.	3–17, 18 3–19 Not covered
<u>Physical Health</u> e) Describe the benefits of getting enough sleep and the consequences of the use of electronic devices (i.e., screen time) on sleep.	2–7, 8 (add screen time emphasis)
<u>Disease Prevention/Health Promotion</u> f) Identify the steps for goal setting to adopt positive health practices. g) Define noncommunicable and describe the difference between communicable and noncommunicable diseases.	3–12 (safety), 22 (eating), 24 (activity); 4–9 (healthy habits) 3–6 (communicable only)
<u>Substance Abuse Prevention</u> h) Describe proper and improper use of prescription (e.g., taking medication prescribed for someone else) and nonprescription medications. i) Identify body systems affected by the use of alcohol, tobacco, nicotine products (e.g., electronic smoking devices), inhalants, and other drugs.	3–8 3–25 (tobacco, alcohol)
<u>Safety/Injury Prevention</u> j) Explain safety rules at home and when riding in a motor vehicle. k) Explain the need for personal safety strategies when interacting with others online. l) Identify different safety drills that are important for home and school.	3–9, 10, 11, 12 3–13 Can also be included in 3–9, 10, 11 Can be included in 3–9, 10, 11
<u>Mental Wellness/Social and Emotional Skills</u> m) Describe feelings/emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers, and losing a loved one. n) Describe the benefits of friendship and list the qualities of a good friend. o) Define conflict and identify possible situations where conflict can occur with family and friends.	3–2, 3, 4 3–4 3–3, 4 4–14, 15
<u>Violence Prevention</u> p) Describe what bullying is and how to identify it. q) Explain the benefits of positive communication on relationships with family and friends.	3–14, 15 3–3, 4
<u>Community/Environmental Health</u> r) Explain what happens with waste and recycled materials.	Not covered

Grade 3 (continued)	HealthSmart (Grade – Lesson)
Healthy Decisions – 3.2	
<u>Body Systems</u> a) Describe how the body uses digested food molecules.	Not covered
<u>Nutrition</u> b) Describe why digestion is important for body function. c) Explain the difference between a whole grain and a refined grain and the nutritional benefits of eating whole grains. d) Explain your school's food policy as it relates to food allergens (e.g., peanut-free classrooms, cafeteria options for children with food allergies).	Not covered 3–19 Not covered
<u>Physical Health</u> e) Evaluate how sleep, physical activity, screen time, and healthy food and beverage choices affect one's personal health.	3–17, 18, 19, 20, 23
<u>Disease Prevention/Health Promotion</u> f) List the benefits of goal setting for personal health. g) Analyze the importance of prevention and early detection of communicable and noncommunicable diseases.	3–12 (safety), 22 (eating), 24 (activity); 4–9 (healthy habits) 3–6 (communicable only)
<u>Substance Abuse Prevention</u> h) Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications. i) Analyze the harmful short- and long-term effects of alcohol, tobacco, nicotine products, common household inhalants, and other drugs on body systems.	3–8 3–25, 27 (tobacco, alcohol)
<u>Safety/Injury Prevention</u> j) Explain the importance of following safety rules at home and when riding in a motor vehicle. k) Identify situations when adult assistance may be needed with online interactions. l) Demonstrate proper behavior during safety drills at school.	3–9, 10, 11, 12 3–13 Can be included in 3–9, 10, 11
<u>Mental Wellness/Social and Emotional Skills</u> m) Explain how to identify, express, and respond to emotions in a healthy way. n) Describe how to make and keep a friend and behaviors that may cause the friendship to end (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises). o) Describe how to make healthy decisions when dealing with conflict, including when help from an adult is needed.	3–2 3–4 4–14, 15
<u>Violence Prevention</u> p) Identify ways to safely stand up to bullying and how to get help. q) Describe how to communicate directly, respectfully, and assertively with family and friends.	3–14, 15 3–3, 4, 29
<u>Community/Environmental Health</u> r) Analyze how reducing, reusing, and recycling products promotes a healthier environment	Not covered

Grade 3 (continued)	HealthSmart (Grade – Lesson)
Advocacy and Health Promotion – 3.3	
<u>Body Systems</u> a) Evaluate the role of the digestive system in providing energy for the body.	Not covered
<u>Nutrition</u> b) Identify healthy food and beverage choices to support digestion and body function. c) Explore how grains are grown and the careers related to it (e.g., agriculture, farming, food science, environmental science). d) List alternatives (e.g., stickers, pencils, games) for school celebrations that are safe for someone with a food allergy.	3–17, 18 Not covered Not covered
<u>Physical Health</u> e) Set a goal for a positive health practice and monitor progress.	3–12 (safety), 22 (eating), 24 (activity); 4–9 (healthy habits)
<u>Disease Prevention/Health Promotion</u> f) Identify areas for improving personal health. g) Identify healthcare professionals who can help prevent and detect health concerns.	3–12 (safety), 22 (eating), 24 (activity); 4–9 (healthy habits) Not covered
<u>Substance Abuse Prevention</u> h) Create a health message about the proper use of prescription and nonprescription medications. i) Encourage others to use refusal skills to avoid alcohol, tobacco, nicotine products, inhalants, other drugs, and unknown substances.	3–8 3–28, 29
<u>Safety/Injury Prevention</u> j) Discuss and develop a family safety plan to prevent injuries at home and when riding in a motor vehicle. k) Create strategies for personal safety when online. l) Practice disaster-preparedness procedures at home and at school.	Can include in 3–10, 11 Can include in 3–10, 11 Can include in 3–10, 11
<u>Mental Wellness/Social and Emotional Skills</u> m) Design and demonstrate effective strategies for expressing and managing emotions, which may include physical activity, talking about feelings, reading, or creative expressions such as writing, art, music, and dance. n) Demonstrate behaviors to make and keep friends (e.g., effective communication skills; awareness of the attitudes, feelings, and opinions of others; appropriate language and behavior; sharing; reciprocal helping behavior). o) Demonstrate healthy ways to resolve conflict, including determining when adult help is needed.	3–2 3–4 4–14, 15
<u>Violence Prevention</u> p) Describe how to report bullying and how to advocate for oneself and for others who are bullied. q) Demonstrate positive ways to communicate with family and friends.	3–14, 15 3–3, 4
<u>Community/Environmental Health</u> r) Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.	Not covered

Grade 4	HealthSmart (Grade – Lesson)
Essential Health Concepts – 4.1	
<u>Body Systems</u> a) Identify the major structures and functions of the immune system.	Not covered
<u>Nutrition</u> b) Identify foods that contain saturated and trans fat. c) Describe the importance of protein for growth and development. d) Determine how serving sizes, additives, preservatives, sodium, and added sugar content for a variety of foods and beverages affect health.	4 – 16; 5–16, 18, 19 4–16 4–16, 17; 5–18, 19
<u>Physical Health</u> e) Describe the benefits of rest, sleep, and a physically active lifestyle.	4–7, 9, 18, 19
<u>Disease Prevention/Health Promotion</u> f) Describe causes of communicable disease (i.e., how viruses, bacteria, parasites, and fungi are spread). g) Describe the types and causes of noncommunicable/chronic diseases.	3–6, 7 5–5
<u>Substance Abuse Prevention</u> h) Compare the short- and long-term consequences of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs. i) Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.	4–20 (alcohol, tobacco) 4–22, 23
<u>Safety/Injury Prevention</u> j) Explain appropriate protective gear when engaged in physical activities such as cycling, rollerblading, skateboarding, and water sports. k) Describe safe and unsafe use of the Internet, including online gaming.	4–11, 12 Can include in 4–11, 12
<u>Mental Wellness/Social and Emotional Skills</u> l) Identify feelings and emotions associated with loss and grief and their impact on one’s health. m) Describe self-concept and how it can be influenced by internal and external factors. n) Identify effective verbal and nonverbal communication skills (e.g., speaking, listening, eye contact, body language). o) Recognize that every person is different and has different needs.	4–4 3–5; 5–1 5–3 3–5
<u>Violence Prevention</u> p) Explain the difference between teasing and taunting and when teasing and taunting can be considered bullying. q) Describe steps to resolve a conflict. r) Recognize harmful or abusive relationships.	3–14; 5–7 4–14, 15 5–7, 8
<u>Community/Environmental Health</u> s) Describe the effects of water pollution on health. t) Identify community health issues.	Not covered Not covered

Grade 4 (continued)	HealthSmart (Grade – Lesson)
Healthy Decisions – 4.2	
<u>Body Systems</u> a) Describe how the immune system defends the body against germs and disease.	Not covered
<u>Nutrition</u> b) Describe the effects of saturated and trans fat on overall health. c) Identify a variety of animal and plant-based protein foods. d) Compare the serving sizes, additives, preservatives, sodium, and added sugar content of a variety of foods and beverages.	5–16, 18, 19 4–16 5–18
<u>Physical Health</u> e) Explain how physical activity, rest, and sleep affect physical and mental health.	4 – 7 (sleep); 18 (activity)
<u>Disease Prevention/Health Promotion</u> f) Analyze strategies for preventing communicable diseases. g) Explain the role of heredity in some chronic diseases.	3–6 5–25
<u>Substance Abuse Prevention</u> h) Examine factors that can influence an individual’s decision to use or avoid alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs. i) Describe the effects of peer pressure on use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.	4–21 (alcohol, tobacco) 4–21, 22, 23
<u>Safety/Injury Prevention</u> j) Explain the health consequences of not following safety practices for recreational activities. k) Explain the consequences of unsafe Internet use.	4–10, 11, 12 Can include in 4–10, 11, 12
<u>Mental Wellness/Social and Emotional Skills</u> l) Describe healthy coping skills for handling the emotions of loss and grief. m) Describe how developing a healthy self-concept is an ongoing and essential life skill. n) Explain how bullying impacts individuals and affects one’s health. o) Analyze positive strategies for resolving conflict.	4–4, 5, 6 3–5; 5–1 3–14; 5–7, 8 4–14, 15
<u>Violence Prevention</u> p) Explain the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations. q) Demonstrate effective communication skills. r) Explain why bullying or teasing someone who may have different needs or abilities is inappropriate.	4–6, 14, 15 4–6, 15, 27 (asking for help); 5–3 3–14, 15; 5–7, 8, 9
<u>Community/Environmental Health</u> s) Explain the health consequences associated with water pollution. t) Discuss the benefits of volunteering, and identify local volunteer opportunities.	Not covered Not covered

Grade 4 (continued)	HealthSmart (Grade – Lesson)
Advocacy and Health Promotion – 4.3	
<u>Body Systems</u> a) Describe the effects of nutrition, personal hygiene, and sleep on the immune system.	4–7, 17 (on health in general, not immune system specific)
<u>Nutrition</u> b) Identify ways to moderate intake of foods high in saturated and trans fats, including understanding the role of serving sizes. c) Design snack options that include protein, vegetables, and fruit. d) Explain how serving sizes, additives, preservatives, and added sugar affect one’s health over time (e.g., increased vulnerability to disease and obesity).	4–16; 5–16, 18, 19 4–19; 5–22, 23 Can be addressed in 4–17 or 5–18, 19
<u>Physical Health</u> e) Create a plan to meet the daily requirement for physical activity, rest, and sleep, using valid and reliable resources.	4–9 (sleep), 19 (activity)
<u>Disease Prevention/Health Promotion</u> f) Develop a plan to prevent the spread of communicable disease. g) Explore methods to reduce risks associated with noncommunicable/chronic disease.	3–7 5–5, 6
<u>Substance Abuse Prevention</u> h) Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs. i) Demonstrate effective refusal skills for situations involving peer pressure to use harmful substances.	4–22, 23 4–22, 23
<u>Safety/Injury Prevention</u> j) Promote safe participation in recreational activities. k) Develop strategies for safe Internet and online gaming use.	4–11 Can include in 4–11, 12
<u>Mental Wellness/Social and Emotional Skills</u> l) Identify strategies and resources, including understanding the role of school counselors, psychologists, and social workers, to manage feelings that may result from loss and grief. m) Explain how challenges and successes provide learning experiences to help develop a healthy self-concept. n) Practice initiating, sustaining, and ending conversations. o) Describe ways to show compassion for others.	4–4, 6 5–1 5–3 3–5 Can also include in 4–25, 26
<u>Violence Prevention</u> p) Promote strategies to report bullying and aggressive behaviors and to safely advocate and stand up for others. q) Demonstrate strategies to resolve conflict in a variety of situations. r) Identify trusted adults at home, in school, and in the community who can help with unsafe or uncomfortable situations.	3–15; 5–9 4–14, 15 4–6, 15
<u>Community/Environmental Health</u> s) Identify possible solutions for a community health issue and volunteer opportunities to address the issue. t) Develop strategies to reduce water pollution.	Not covered Not covered

Grade 5	HealthSmart (Grade – Lesson)
Essential Health Concepts – 5.1	
<u>Body Systems</u> a) Identify the major structures and functions of the integumentary (skin, hair, and nails) system. b) Identify the major structures and functions of the eyes and ears.	Not covered 4–8 (function, protection)
<u>Nutrition</u> c) Define macronutrients and micronutrients and how the body uses each. d) Explain Recommended Dietary Allowance (RDA) and the concepts of eating in moderation and energy balance in relation to healthy weight. e) Describe the effects of caffeine on the body.	Can be added to 5–16, 17 Can be added to 5–16, 17 Not covered
<u>Physical Health/ Disease Prevention/Health Promotion</u> f) Explain the effects of physical activity, sleep, and personal health habits and behaviors on heart health. g) Examine the health risks associated with unprotected sun exposure. h) Describe hygiene habits that promote good health.	5–6, 21 (activity); 4–7 (sleep, health habits) 4–7 5–6, 35, 36
<u>Substance Abuse Prevention</u> i) Analyze the effects of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs on relationships with family, peers, and other individuals. j) Explain the connection between mental health and substance use.	5–24, 25, 26, 31 (alcohol); 4 – 20 (tobacco, alcohol) 5–24
<u>Safety/Injury Prevention</u> k) Analyze why people choose to follow or not follow safety rules at school.	Not covered; 4–11 addresses safety
<u>Mental Wellness/Social and Emotional Skills</u> l) Define stress and identify physical and emotional responses caused by stress. m) Define positive self-image. n) Identify components of healthy relationships and the social skills that are essential for building and sustaining relationships with family and friends.	4–1, 2 5–1 5–2, 3
<u>Violence Prevention</u> o) Identify effective verbal and nonverbal communication skills for resolving conflict situations. p) Define cyberbullying and its impact on one’s health and well-being. q) Recognize the influence of violence in the media on behaviors. r) Define and describe harassment.	4–14, 15 5–7, 8 5–14 5–7 (bullying)
<u>Community/Environmental Health</u> s) Describe the effects of air and noise pollution on health and the environment.	Not covered

Grade 5 (continued)	HealthSmart (Grade – Lesson)
Healthy Decisions – 5.2	
<u>Body Systems</u> a) Describe the importance of maintaining a healthy integumentary system. b) Identify behaviors and environments that can lead to vision and hearing loss.	Not covered 4 – 8
<u>Nutrition</u> c) Explain the RDA for macronutrients and micronutrients. d) Analyze food labels for a selected meal that meets RDA and energy balance for health. e) Identify the influence of marketing techniques on food and beverage choices (e.g., caffeinated beverages).	Can be added to 5–16, 17 Middle School NPA–4 3–21; Middle School NPA–9
<u>Physical Health/ Disease Prevention/Health Promotion</u> f) Review personal health habits that support heart health and the ability to perform various physical activities. g) Determine strategies to protect against the harmful effects of the sun. h) Explain the importance of dental care, hand washing, and other personal hygiene habits for good health.	5–6, 21 4–7 4–7, 9; 5–6, 35, 36
<u>Substance Abuse Prevention</u> i) Describe effective communication skills to request assistance in situations where alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs are being abused. j) Describe how to get help and assistance with mental health and substance use concerns.	5–31 5–13, 31
<u>Safety/Injury Prevention</u> k) Examine one’s role and the role of others in causing or preventing injuries at school.	Not covered; 4–11 addresses safety
<u>Mental Wellness/Social and Emotional Skills</u> l) Identify positive and negative ways to manage stress in a variety of situations. m) Recognize the importance of developing and maintaining a positive self-image. n) Describe the benefits of healthy relationships with family, friends, and other adult mentors.	4–3 5–1 5–2
<u>Violence Prevention</u> o) Ability to analyze the role of feelings/emotions in conflict resolution situations. p) Describe how to report cyberbullying at school and at home. q) Demonstrate how to show respect for individual differences. r) Describe how to respond to and report harassing behaviors.	5–11, 12; 4–14, 15 5–9 5–3 5–9, 12
<u>Community/Environmental Health</u> s) Describe strategies to decrease the impact of air quality and noise pollution on body function and the environment.	Not covered

Grade 5 (continued)	HealthSmart (Grade – Lesson)
Advocacy and Health Promotion – 5.3	
<u>Body Systems</u> <ul style="list-style-type: none"> a) Describe ways to care for the integumentary system (e.g., personal hygiene, sun safety). b) Describe ways to prevent vision and hearing loss and the associated healthcare professionals (e.g., optometrist, ophthalmologist, audiologist). 	<p>Not covered</p> <p>4–8</p>
<u>Nutrition</u> <ul style="list-style-type: none"> c) Analyze and interpret information on food packaging, including Nutrition Facts Labels, ingredient lists, and health claims. d) Design marketing materials to increase the sale and consumption of healthy foods and beverages that meet RDA and energy balance for health. e) Promote sale and consumption of healthy beverages. 	<p>Middle School NPA–4</p> <p>Middle School NPA–9</p> <p>5–19</p>
<u>Physical Health/ Disease Prevention/Health Promotion</u> <ul style="list-style-type: none"> f) Support family and peers in making positive food, physical activity, and sleep choices that promote heart health. g) Identify strategies to protect against the harmful effects of the sun. h) Explore the role of parents/guardians and health professionals as resources to promote health, prevent disease, and create a healthy community. 	<p>Can be added to 5–6</p> <p>4–7</p> <p>5–4, 38</p>
<u>Substance Abuse Prevention</u> <ul style="list-style-type: none"> i) Encourage others not to use alcohol, tobacco, nicotine products, marijuana, inhalants, or other harmful drugs. j) Identify prevention resources and strategies for avoiding alcohol, tobacco, inhalants, and other drugs. 	<p>5–27</p> <p>5–29, 30</p>
<u>Safety/Injury Prevention</u> <ul style="list-style-type: none"> k) Promote safety procedures school-wide. 	<p>Not covered; 4–11 covers safety</p>
<u>Mental Wellness/Social and Emotional Skills</u> <ul style="list-style-type: none"> l) Practice strategies for managing stress. m) Analyze positive and negative influences on self-image (e.g., media, peers). n) Identify healthy activities that students can do with friends and family to build positive relationships. 	<p>4–3</p> <p>Can be added to 5–1</p> <p>5–2, 3</p>
<u>Violence Prevention</u> <ul style="list-style-type: none"> o) Demonstrate effective communication skills to defuse or resolve conflict. p) Describe ways to offer friendship and support to someone who has been cyberbullied. q) Advocate for a caring school environment. r) Practice ways to respond to and report harassing behaviors. 	<p>5–12; 4–15</p> <p>5–9</p> <p>5–9</p> <p>5–9, 12</p>
<u>Community/Environmental Health</u> <ul style="list-style-type: none"> s) Research community service opportunities to address air, noise, and other environmental health issues for peers and community groups to volunteer and work on together. 	<p>Not covered</p>