

# Health Education

*Note: The Washington State Health Education K-12 Learning Standards are organized into six core ideas that reflect typical units of study. Each core idea organizes outcomes related to the eight learning standards. Each outcome is coded to the relevant learning standard (e.g., H3 for Health Education Standard 3), core idea and topic strand (e.g., N3 for Nutrition Topic Strand 3) and grade level (e.g., 4 for grade 4). For reference, each of the Health Education core ideas and learning standards are listed below.*

## **Washington State Health Education K-12 Core Ideas:**

Wellness (W)

Safety (Sa)

Nutrition (N)

Sexual Health (Se)

Social Emotional Health (So)

Substance Use and Abuse (Su)

## **Washington State Health Education K-12 Learning Standards:**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Health education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. They should not, however, use the standards to compare students. The standards and outcomes consider differences in cultural norms and access to resources outside of school and include alternative activities to engage students. Health education teachers may modify terminology when implementing the standards to ensure that students understand the concepts. The Health Education Glossary contains definitions for many of the terms used in the standards and outcomes.

## Health Education Core Idea: Wellness (W)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>1. Dimensions of Health</b>	Recognize meaning of healthy and unhealthy. H1.W1.K <b>Gr. K, Lesson 4</b>	Understand what it means to be healthy. H1.W1.1 <b>Implied in Gr. 1, Lessons 1, 2, 3</b>	Describe what it means to be healthy. H1.W1.2 <b>Gr. 2, Lesson 7</b>	Recognize dimensions of health. H1.W1.3 <b>Gr. 3, Lesson 1</b>	Identify dimensions of health. H1.W1.4 <b>Covered in Gr. 3 &amp; 5</b>	Describe dimensions of health. H1.W1.5 <b>Gr. 5, Lesson 1</b>
<b>2. Hygiene</b>	Recognize basic hygiene practices. H1.W2.Ka <b>Gr. K, Lesson 6</b>	Describe basic hygiene practices. H1.W2.1 <b>Gr. 1, Lessons 5, 6</b>  Understand which elements of hygiene are essential to good health. H1.W2.Kb <b>Gr. 1, Lesson 5</b>	Describe benefits of hygiene practices. H1.W2.2 <b>Gr. 2, Lessons 7, 8</b>	Demonstrate effective hygiene practices. H7.W2.3 <b>Gr. 3, Lessons 6, 7</b>	Describe personal hygiene needs associated with the onset of puberty. H1.W2.4 <b>Gr. 4, Lesson 27</b>	Explain how family, peers, media, and culture influence decision-making related to hygiene practices. H1.W2.5 <b>Not covered</b>
<b>3. Disease Prevention</b>	Understand germs can cause diseases. H1.W3.Ka <b>Gr. K, Lesson 6</b>  Identify ways germs are transmitted. H1.W3.Kb <b>Gr. K, Lesson 6</b>  Describe symptoms that occur when a person is sick. H1.W3.Kc <b>Gr. K, Lesson 7</b>	Describe ways to prevent the spread of germs. H1.W3.1a <b>Gr. 1, Lesson 5</b>  Understand differences between communicable and noncommunicable diseases. H1.W3.1b <b>Covered in Gr. 2</b>	Understand bacteria and viruses are types of germs. H1.W3.2a <b>Covered in Middle School</b>  Describe differences between communicable and noncommunicable diseases. H1.W3.2b <b>Gr. 2, Lesson 5</b>	Identify ways pathogens enter the body. H1.W3.3a <b>Gr. 3, Lesson 6</b>  Identify common chronic diseases and allergies. H1.W3.3b <b>Covered in Gr. 5</b>  Explain how common childhood illnesses are treated. H1.W3.3c <b>Gr. 3, Lesson 8</b>	List ways to prevent debilitating or life-threatening diseases. H1.W3.4a <b>Gr. 4, Lesson 7 [foundations through healthy habits]</b>  Identify ways to keep the immune system strong. H1.W3.4b <b>Gr. 4, Lesson 7 [foundations through healthy habits]</b>	Understand relationship between disease prevention and quality of life. H1.W3.5a <b>Gr. 5, Lessons 5, 6</b>  Describe how heredity can affect personal health. H1.W3.5b <b>Not covered</b>
<b>4. Analyzing Influences</b>	Identify how family influences health practices and behaviors. H2.W4.K <b>Gr. K, Lesson 3</b>	Describe how family and friends influence health practices and behaviors. H2.W4.1 <b>Gr. 1, Lessons 2, 3</b>	Understand how media influences health decisions and behaviors. H2.W4.2 <b>[Analyzing influence of media begins in Gr. 3]</b>	Describe how media and technology influence health decisions and behaviors. H2.W4.3 <b>Gr. 3, Lesson 21, 28</b>	Identify how culture influences health decisions and behaviors. H2.W4.4 <b>Gr. 4, Lesson 21</b>	Analyze how family, peers, media, culture, and technology influence health decisions and behaviors. H2.W4.5 <b>Gr. 5, Lessons 2, 7, 8, 11, 14, 19, 26, 27, 30, 33, 36</b>

## Health Education Core Idea: Wellness (W)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>5. Access Valid Information</b>	Identify trusted adults and professionals who can help promote health. H3.W5.K <b>Gr. K, Lesson 3</b>	Identify where to locate trusted adults who can help promote health. H3.W5.1 <b>Gr. 1, Lessons 1, 9, 29</b>	Identify characteristics of valid health information and services. H3.W5.2 <b>[Accessing resources other than trusted adults begins in Gr. 3]</b>	Investigate resources from home, school, and community that provide valid health information. H3.W5.3 <b>Gr. 3, Lesson 1</b>	Investigate validity of health and wellness information, products, and services. H3.W5.4 <b>Gr. 4, Lessons 20, 27</b>	Demonstrate how to access valid information, products, and services. H3.W5.5 <b>Gr. 5, Lessons 4, 5, 31</b>
<b>6. Communication</b>	Demonstrate healthy ways to express needs, wants, and feelings. H4.W6.K <b>Gr. K, Lesson 2</b>	Identify verbal and nonverbal communication. H1.W6.1 <b>Gr. 1, Lesson 4</b>  Demonstrate ways to respond to an unwanted, threatening, or dangerous situation. H4.W6.1 <b>Gr. 1, Lessons 17, 18, 20</b>	Demonstrate active listening skills to enhance communication. H4.W6.2a <b>Covered in Gr. 3</b>  Identify skills for assertive communication. H4.W6.2b <b>[Refusal skills instruction begins in Gr. 3]</b>	Demonstrate effective refusal skills. H4.W6.3a <b>Gr. 3, Lessons 16, 29</b>  Recognize how to ask for needs. H4.W6.3b <b>Gr. 3, Lessons 2, 4, 15, 16</b>	Demonstrate appropriate strategies to manage or resolve conflict. H4.W6.4 <b>Gr. 4, Lessons 14, 15</b>  Recognize steps to a decision-making model. H5.W6.4 <b>Gr. 4, Lesson 28</b>	Demonstrate appropriate interpersonal communication skills. H4.W6.5 <b>Gr. 5, Lesson 3</b>
<b>7. Decision-Making</b>	Identify situations when a health-related decision is needed. H5.W7.K <b>Gr. K, Lessons 18, 20, 28</b>	Differentiate between situations when a health-related decision can be made individually and when assistance is needed. H5.W7.1 <b>Gr. 1, Lesson 9</b>	Identify healthy options for making a health-related decision. H5.W7.2 <b>Gr. 2, Lessons 9, 10, 11, 12, 26</b>	Predict potential short-term outcomes of a health-related decision. H5.W7.3 <b>Gr. 3, Lessons 13, 26</b>	Predict potential long-term outcomes of a health-related decision. H5.W7.4 <b>Gr. 4, Lesson 28</b>	Apply decision-making skills to make a health-enhancing choice. H5.W7.5 <b>Gr. 5, Lessons 12, 29</b>

## Health Education Core Idea: Wellness (W)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>8. Goal-Setting</b>	Identify a personal health goal. H6.W8.K <b>Gr. K, Lessons 5, 6, 23, 25</b>	Identify people who can support achievement of a personal health goal. H6.W8.1 <b>Gr. 1, Lessons 8, 23</b>	Describe steps to achieve a personal health goal. H6.W8.2 <b>Gr. 2, Lessons 13, 19, 21</b>	Identify resources to support achievement of a personal health goal. H6.W8.3 <b>Gr. 3, Lessons 12, 22, 24</b>	Create a personal health goal and track progress toward achieving it. H6.W8.4 <b>Gr. 4, Lessons 9, 19</b>	Analyze progress toward achieving a personal health goal. H6.W8.5 <b>Gr. 5, Lessons 22, 23</b>

## Health Education Core Idea: Safety (Sa)

\*Note: HealthSmart Grade 4 focuses on Injury Prevention; Grade 5 focuses on Violence Prevention

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>1. Injury Prevention</b>	<p>Identify safety hazards in the home. H1.Sa1.Ka <b>Gr. K, Lessons 16, 17, 20</b></p> <p>Recognize bicycle, pedestrian, and transportation safety rules. H1.Sa1.Kb <b>Gr. K, Lessons 12, 13, 14, 15</b></p> <p>Identify fire, water, and sun safety rules. H1.Sa1.Kc <b>Covered in Gr. 1 &amp; 2</b></p> <p>Explain potential dangers of weapons. H1.Sa1.Kd <b>Gr. K, Lesson 17</b></p>	<p>Identify safety hazards in the school. H1.Sa1.1a <b>Gr. 1, Lessons 13, 14, 20</b></p> <p>Understand bicycle, pedestrian, and transportation safety rules. H1.Sa1.1b <b>Gr. 1, Lessons 10, 11, 12</b></p> <p>Understand fire, water, and sun safety rules. H1.Sa1.1c <b>Gr. 1, Lessons 15, 16</b> [fire only, water/sun covered in Gr. 2]</p> <p>Explain importance of reporting to an adult when seeing or hearing about someone having a weapon. H1.Sa1.1d <b>Covered in Gr. K; can be added to Gr. 1, Lesson 9</b></p>	<p>Identify safety hazards in the community. H1.Sa1.2a <b>Gr. 2, Lessons 9, 11, 12, 13</b></p> <p>Describe bicycle, pedestrian, and transportation safety rules. H1.Sa1.2b <b>Gr. 2, Lessons 9, 10, 12, 13</b></p> <p>Describe emergency, fire, and safety plans at home and at school. H1.Sa1.2c <b>Covered in Gr. 1</b></p> <p>Understand importance of avoiding weapons when unsupervised. H1.Sa1.2d <b>Covered in Gr. K</b></p>	<p>Identify ways to prevent injuries at home, at school, and in the community. H1.Sa1.3a <b>Gr. 3, Lessons 9, 10, 11</b></p> <p>Create emergency, fire, and safety plans for home. H1.Sa1.3b <b>Gr. 3, Lessons 9, 10</b> [depending on topic students choose]</p>	<p>Identify ways to prevent injuries in recreational activities. H1.Sa1.4 <b>Gr. 4, Lessons 11, 12</b></p> <p>Describe practices and behaviors that promote safety and reduce or prevent injuries. H7.Sa1.4 <b>Gr. 4, Lessons 10, 11, 12</b></p>	<p>Identify dangerous or risky behaviors that might lead to injuries. H1.Sa1.5a <b>Covered in Gr. 4</b></p> <p>Identify safety precautions for playing and working outdoors. H1.Sa1.5b <b>Covered in Gr. 4</b></p> <p>Predict potential outcomes when making a decision related to injury prevention. H1.Sa1.5c <b>Covered in Gr. 4</b></p>

## Health Education Core Idea: Safety (Sa)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>2. First Aid</b>	<p>Understand differences between emergency and nonemergency situations. H1.Sa2.Ka <b>Gr. K, Lesson 18</b></p> <p>Identify people to ask for help in an emergency situation at school. H1.Sa2.Kb <b>Gr. K, Lesson 18</b></p> <p>Identify how to call 911 in emergency situations. H1.Sa2.Kc <b>Gr. K, Lesson 19</b></p>	<p>Identify people to ask for help in emergency situations. H1.Sa2.1a <b>Gr. 1 Lessons 9, 11, 17</b></p> <p>Explain and demonstrate how to call 911. H1.Sa2.1b <b>Gr. 1, Lesson 17</b></p>	<p>Recognize local emergency alert system. H1.Sa2.2a <b>Not covered</b></p> <p>Identify people who can help when someone is injured or suddenly ill. H1.Sa2.2b <b>Covered in Gr. K &amp; 1</b></p>	<p>Describe safety rules to follow in a disaster. H1.Sa2.3a <b>Gr. 3, Lessons 9, 10</b> [depending on topic students choose]</p> <p>Identify basic first aid steps. H1.Sa2.3b <b>HealthSmart does not cover first aid.</b></p>	<p>Describe how to prepare for an emergency. H1.Sa2.4a <b>Can be addressed in Gr. 4, Lessons 11, 12</b></p> <p>Understand basic first aid for minor injuries. H1.Sa2.4b <b>HealthSmart does not cover first aid.</b></p>	<p>Explain how to respond to emergency situations. H1.Sa2.5 <b>Covered in Gr. 4</b></p>
<b>3. Violence Prevention</b>	<p>Understand definition of violence and abuse. H1.Sa3.K <b>Gr. K, Lesson 10</b> [exploration of what feeling safe means]</p>	<p>Recognize different types of violence and abuse. H1.Sa3.1 <b>Gr. 1, Lessons 18, 20</b></p>	<p>Describe different types of violence and abuse. H1.Sa3.2a <b>Gr. 2, Lesson 14</b> [bullying only; inappropriate touch covered in Gr. 1]</p> <p>Identify healthy and unhealthy group characteristics. H1.Sa3.2b [Could be added to Lesson 14 on bullying, but not covered explicitly.]</p>	<p>Identify potentially violent situations. H1.Sa3.3a <b>Gr. 3, Lesson 13, 14, 15, 16</b></p> <p>Differentiate between gang, clique, and club. H1.Sa3.3b <b>Not covered</b></p> <p>Understand impact of violent behavior on others. H1.Sa3.3c <b>Gr. 3, Lesson 14</b> [bullying]</p>	<p>Explain how potentially violent situations can be avoided. H1.Sa3.4a <b>Covered in Gr. 5</b></p> <p>Explain importance of communicating and interacting safely when using electronic media. H1.Sa3.4b <b>Covered in Gr. 5</b> [cyberbullying]</p> <p>Identify influences on violence and violence prevention. H2.Sa3.4 <b>Covered in Gr. 5</b></p>	<p>Describe ways to prevent, reduce, and avoid violent situations. H1.Sa3.5a <b>Gr. 5, Lessons 9, 12, 15</b></p> <p>Analyze how violent behavior impacts self and others. H1.Sa3.5b <b>Gr. 5, Lessons 7, 8, 10, 11, 15</b></p> <p>Describe effective communication skills to prevent, reduce, and avoid violent situations in person or on electronic media. H4.Sa3.5 <b>Gr. 5, Lessons 9, 12</b></p>

## Health Education Core Idea: Nutrition (N)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>1. Food Groups and Nutrients</b>	<p>Recognize food groups. H1.N1.Ka <b>Gr. K, Lesson 22</b> [healthy foods in general, vs. specific groups]</p> <p>Identify healthy and unhealthy foods. H1.N1.Kb <b>Gr. K, Lesson 22</b></p> <p>Recognize importance of eating breakfast. H1.N1.Kc <b>Covered in Gr. 1</b></p>	<p>Match foods to food groups. H1.N1.1a <b>Food groups not covered until Gr.4</b></p> <p>Distinguish between healthy and unhealthy foods. H1.N1.1b <b>Gr. 1, Lesson 21</b> [breakfast only]</p> <p>Understand importance of eating breakfast and lunch. H1.N1.1c <b>Gr. 1, Lesson 21</b> [breakfast only]</p>	<p>Understand how to create a balanced meal. H1.N1.2a <b>Covered in Gr. 3</b></p> <p>Describe how each food group contributes to a healthy body. H1.N1.2b <b>Gr 3, Lesson 18</b> [fruits and vegetables] <b>Food groups not covered until Gr. 4</b></p> <p>Understand importance of eating meals throughout the day. H1.N1.2c <b>Not covered</b></p>	<p>Create a balanced meal. H1.N1.3a <b>Gr. 3, Lesson 17</b></p> <p>Define nutrient. H1.N1.3b <b>Specific nutrients covered in Middle School</b></p> <p>List six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. H1.N1.3c <b>Specific nutrients covered in Middle School</b></p>	<p>Create a balanced daily food plan. H1.N1.4a <b>Gr. 4, Lesson 19</b></p> <p>Classify nutrients found in foods. H1.N1.4b <b>Gr. 4, Lesson 16, 17</b> [food jobs, specific nutrients introduced in Middle School]</p> <p>Describe how each nutrient contributes to a healthy body. H1.N1.4c <b>Gr. 4, Lesson 16, 17</b> [food groups in general, specific nutrients covered in Middle School]</p>	<p>Analyze a food journal to create a more balanced food plan. H5.N1.5 <b>Gr. 5, Lesson 22, 23</b></p>
<b>2. Beverages</b>	<p>Identify daily recommended water intake. H1.N2.Ka <b>Gr. K, Lesson 23</b></p> <p>Identify healthy and unhealthy beverages. H1.N2.Kb <b>Covered in Gr. 2</b></p>	<p>Recognize importance of drinking water. H1.N2.1 <b>Gr. 1, Lesson 22</b></p>	<p>Identify benefits of drinking recommended intake of water. H1.N2.2 <b>Gr. 2, Lesson 16</b></p>	<p>Explain importance of choosing healthy beverages. H1.N2.3 <b>Gr. 3, Lesson 18</b></p>	<p>Identify impact of high-sugar and high-caffeine drinks. H1.N2.4 <b>Covered in Gr. 3</b></p>	<p>Compare beverages to make a healthy choice. H5.N2.5 <b>Gr. 5, Lesson 19</b></p>

## Health Education Core Idea: Nutrition (N)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>3. Label Literacy</b>	<i>Developmentally appropriate outcomes first appear in grade 1.</i>	Identify location of a Nutrition Facts label. H1.N3.1 <b>Nutrition labels covered in Middle School</b>	Identify purpose of a Nutrition Facts label. H3.N3.2 <b>Nutrition labels covered in Middle School</b>	Identify types of information on a Nutrition Facts label. H1.N3.3a <b>Nutrition labels covered in Middle School</b>  Understand importance of reading a Nutrition Facts label. H1.N3.3b <b>Nutrition labels covered in Middle School</b>	Explain how to use information found on a Nutrition Facts label. H1.N3.4 <b>Nutrition labels covered in Middle School</b>  Compare and contrast Nutrition Facts labels for Nutrition information. H3.N3.4 <b>Nutrition labels covered in Middle School</b>	Differentiate between healthy and unhealthy foods according to Nutrition Facts labels. H3.N3.5 <b>Nutrition labels covered in Middle School</b>
<b>4. Caloric Intake and Expenditure</b>	Describe body signals that tell a person when they are hungry and when they are full. H1.N4.K <b>Gr. K, Lesson 21</b>	Understand food provides energy for the body. H1.N4.1 <b>Gr. 1, Lesson 21</b>	Identify healthy eating patterns that provide energy and help the body grow and develop. H1.N4.2 <b>Gr. 2, Lessons 17 [breakfast], 18 [snacks]</b>	Distinguish between different energy sources: proteins, fats, carbohydrates. H1.N4.3a <b>Covered in Middle School</b>  Understand the relationship between caloric intake and expenditure. H1.N4.3b <b>Covered in Middle School</b>	Describe why individuals have different caloric needs. H1.N4.4a <b>Covered in Middle School</b>  Identify ways to balance caloric intake and expenditure. H1.N4.4b <b>Covered in Middle School</b>	Describe how the body's function and composition are affected by food consumption. H1.N4.5 <b>Gr. 5, Lesson 16, 17 [covered in more depth in Middle School]</b>



## Health Education Core Idea: Nutrition (N)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>5. Disease Prevention</b>	Understand that food choices affect health. H1.N5.K <b>Gr. K, Lessons 21, 22</b>	Understand that food choices can contribute to a healthy body.  H1.N5.1 <b>Gr. 1, Lesson 21</b>	Understand that food choices can put individuals at risk for some health problems. H1.N5.2 <b>Gr. 2, Lessons 16 [unhealthy beverages], 17 [breakfast foods], 18 [snacks]</b>	Identify foods that are high in sodium and added sugars. H1.N5.3a <b>Gr. 3, Lessons 17, 18</b>  Describe benefits of limiting consumption of sodium and added sugars. H1.N5.3b <b>Gr. 3, Lessons 17, 18</b>  Describe benefits of consuming fruits, vegetables, and whole grains. H1.N5.3c <b>Gr. 3, Lessons 17, 19, 20</b>	Identify foods that are high in fat and low in fat. H1.N5.4a <b>Gr. 4, Lesson 16, 17</b>  Describe benefits and consequences of consuming fats. H1.N5.4b <b>Gr. 4, Lesson 16, 17 [food groups in general, specific nutrients covered in Middle School]</b>  Describe how vitamins and minerals contribute to disease prevention. H1.N5.4c <b>Gr. 4, Lesson 16, 17 [food groups in general, specific nutrients introduced in Middle School]</b>	Analyze how healthy eating reduces health risks and promotes growth. H1.N5.5a <b>Gr. 5, Lessons 16, 17 [covered in more depth in Middle School]</b>  Explain importance of eating in moderation to promote health. H1.N5.5b <b>Gr. 5, Lesson 19</b>  Describe how fiber contributes to disease prevention. H1.N5.5c <b>Covered in Middle School</b>

## Health Education Core Idea: Nutrition (N)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>6. Nutritional Planning</b></p>	<p>Identify influences on food and beverage choices and eating behaviors. H2.N6.K <b>Gr. K, Lesson 22</b></p>	<p>Identify how family influences food and beverage choices and eating behaviors. H2.N6.1 <b>Gr. 1, Lesson 22</b></p>	<p>Identify how family, school, and community influence food and beverage choices and eating behaviors. H2.N6.2 <b>Covered in Gr. 3</b></p> <p>Recognize decision-making or refusal skills that could help when making food choices. H5.N6.2 <b>Gr 2, Lessons 17, 18</b> [simple yes/no around health breakfast foods and snacks]</p>	<p>Identify how peers, media, and technology influence food and beverage choices and eating behaviors. H2.N6.3 <b>Gr. 3, Lesson 17</b></p> <p>Identify reliable resources that promote healthy eating. H3.N6.3 <b>Not covered</b></p> <p>Develop a healthy eating goal. H6.N6.3 <b>Gr. 3, Lesson 22</b></p> <p>Demonstrate effective refusal skills to limit unhealthy food choices and promote healthy eating. H4.N6.3 <b>Not covered</b></p>	<p>Describe how family, school, community, peers, media, and technology influence food and beverage choices and eating behaviors. H2.N6.4 <b>Covered in Gr. 3 &amp; 5</b></p> <p>Identify resources that can help achieve a healthy eating goal. H3.N6.4 <b>Gr. 4, Lesson 19</b></p> <p>Develop a plan to achieve a healthy eating goal. H6.N6.4 <b>Gr. 4, Lesson 19</b></p>	<p>Analyze how community, peers, media, technology, and culture influence decision-making related to food and beverage choices and eating behaviors. H2.N6.5 <b>Gr. 5, Lesson 19</b></p> <p>Demonstrate how to effectively ask for help to improve personal food choices and promote healthy eating. H4.N6.5 <b>Gr. 5, Lessons 22, 23</b> [in connection with who can help with a goal]</p> <p>Assess progress toward achieving a healthy eating goal. H7.N6.5 <b>Gr. 5, Lessons 22, 23</b></p>

## Health Education Core Idea: Sexual Health (Se)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>1. Anatomy and Physiology</b>	Understand boys and girls have some body parts that are the same and some that are different. H1.Se1.K <b>Gr. K, Lesson 4</b> [will need to add gender differences]	Identify medically accurate names for body parts, including external reproductive anatomy. H1.Se1.1 <b>Covered in Gr. 4</b>	Use medically accurate names for body parts, including external reproductive anatomy. H1.Se1.2 <b>Covered in Gr. 4</b>	Recognize medically accurate names for body parts, including internal and external reproductive anatomy. H1.Se1.3 <b>Covered in Gr. 5</b>	Label medically accurate names for body parts, including internal and external reproductive anatomy. H1.Se1.4 <b>Covered in Gr. 5</b>	Understand functions of reproductive systems. H1.Se1.5 <b>Gr. 5, Lessons 34, 35</b>
<b>2. Growth and Development</b>	Understand living things grow and mature. H1.Se2.K <b>Covered in Gr. 2</b>	Describe how living things grow and mature. H1.Se2.1 <b>Covered in Gr. 2</b>	Understand physical changes are part of growth and development. H1.Se2.2 <b>Gr. 2, Lesson 2</b>	Understand puberty is part of the process of growth and development. H1.Se2.3 <b>Covered in Gr. 4</b>	Understand physical, social, and emotional changes occur during puberty. H1.Se2.4a <b>Gr. 4, Lessons 25, 26, 27</b>  Recognize puberty and physical development can vary considerably. H1.Se2.4b <b>Gr. 4, Lessons 25, 26, 27</b>	Identify ways to manage physical, social, and emotional changes that occur during puberty. H7.Se.2.5 <b>Gr. 5, Lessons 32, 33</b>  Describe how puberty and physical development can vary considerably. H1.Se2.5 <b>Gr. 5, Lessons 33, 34, 35</b>
<b>3. Reproduction</b>	<i>Developmentally appropriate outcomes first appear in grade 2.</i>	<i>Developmentally appropriate outcomes first appear in grade 2.</i>	Understand living things can reproduce. H1.Se3.2 <b>Covered in Gr. 4</b>	Understand humans can reproduce. H1.Se3.3 <b>Covered in Gr. 4</b>	Understand reproductive organs allow living things to reproduce. H1.Se3.4 <b>Gr. 4, Lesson 26</b>	Recognize puberty prepares the body for reproduction. H1.Se3.5 <b>Gr. 5, Lessons 33, 34, 35</b>
<b>4. HIV Prevention</b>	<i>Developmentally appropriate outcomes first appear in grade 4.</i>	<i>Developmentally appropriate outcomes first appear in grade 4.</i>	<i>Developmentally appropriate outcomes first appear in grade 4.</i>	<i>Developmentally appropriate outcomes first appear in grade 4.</i>	Understand how communicable diseases are transmitted. H1.Se4.4 <b>Gr. 4, Lesson 7</b>	Define human immunodeficiency virus (HIV). H1.Se4.5a <b>Covered in Middle School</b>

## Health Education Core Idea: Sexual Health (Se)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>4. HIV Prevention</b> <i>(continued)</i>						Identify methods of transmission and prevention of HIV. H1.Se4.5b <b>Covered in Middle School</b>
<b>5. Self-Identity</b>	Understand there are many ways to express gender. H1.Se5.K <b>Gr. K, Lesson 1</b> [uniqueness in general, respecting differences]	Explain that there are many ways to express gender. H1.Se5.1 <b>Covered in Gr. 5</b>	Understand there is a range of gender roles and expression. H1.Se5.2a <b>Covered in Gr. 5</b>  Understand importance of treating others with respect regarding gender expression. H1.Se5.2b <b>Covered in Gr. 5</b>	Explain that gender roles can vary considerably. H1.Se5.3a <b>Covered in Gr. 5</b>  Understand importance of treating others with respect regarding gender identity. H1.Se5.3b <b>Covered in Gr. 5</b>	Identify how friends and family can influence ideas regarding gender roles, identity, and expression. H2.Se5.4 <b>Covered in Gr. 5</b>  Demonstrate ways to show respect for all people. H4.Se5.4 <b>Gr. 4, Lessons 5, 14</b>  Define sexual orientation. H1.Se5.4 <b>Covered in Middle School</b>	Describe how media, society, and culture can influence ideas regarding gender roles, identity, and expression. H2.Se5.5a <b>Gr. 5, Lesson 36</b>  Promote ways to show respect for all people. H8.Se5.5 <b>Gr. 5, Lesson 36</b>  Identify trusted adults to ask questions about gender identity and sexual orientation. H2.Se5.5b <b>Gr. 5, Lesson 33</b> [adult support for range of issues]
<b>6. Healthy Relationships</b>	Recognize characteristics of a friend. H1.Se6.Ka <b>Covered in Gr. 1</b>	Describe characteristics of a friend. H1.Se6.1a <b>Gr. 1, Lesson 3</b>	Identify characteristics and benefits of healthy friendships. H1.Se6.2a <b>Covered in Gr. 1 &amp; 3</b>	List characteristics of healthy and unhealthy friendships. H1.Se6.3a <b>Gr. 3, Lesson 4</b>	Describe characteristics of healthy friendships and other relationships. H1.Se6.4 <b>Covered in Gr. 3 &amp; 5</b>	Differentiate between healthy and unhealthy relationships. H1.Se6.5a <b>Gr. 5, Lesson 2</b>

## Health Education Core Idea: Sexual Health (Se)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>6. Healthy Relationships</b> <i>(continued)</i></p>	<p>Recognize ways to express feelings. H1.Se6.Kb <b>Gr. K, Lesson 22</b></p> <p>Identify safe and unwanted touch. H1.Se6.Kc <b>Covered in Gr. 1</b> [Gr. K, Lesson 10 can be expanded to cover this if needed]</p> <p>Recognize people have the right to refuse giving or receiving unwanted touch. H1.Se6.Kd <b>Covered in Gr. 1</b> [Gr. K, Lesson 10 can be expanded to cover this if needed]</p>	<p>Identify healthy ways to express feelings. H1.Se6.1b <b>Gr. 1, Lesson 4</b></p> <p>Explain safe and unwanted touch. H1.Se6.1c <b>Gr. 1, Lesson 20</b></p> <p>Describe how to tell a trusted adult about unwanted touch. H4.Se6.1 <b>Gr. 1, Lesson 20</b></p>	<p>Describe healthy ways for family members and friends to express feelings toward each other. H4.Se6.2a <b>Gr. 2, Lesson 1</b></p> <p>Explain why unwanted touches should be reported to a trusted adult. H1.Se6.2b <b>Covered in Gr. 1 &amp; 3</b></p> <p>Demonstrate how to tell trusted adults about unwanted touch until action is taken. H4.Se6.2b <b>Covered in Gr. 1 &amp; 3</b></p>	<p>Identify trusted adults to communicate with about relationships. H4.Se6.3a <b>Gr. 3, Lessons 2, 5</b></p> <p>Identify positive ways to communicate differences of opinion while maintaining relationships. H4.Se6.3b <b>Gr. 3, Lessons 3, 4</b></p> <p>Understand that a child is not at fault if an unwanted touch occurs. H1.Se6.3b <b>Gr. 3, Lesson 16</b></p>	<p>Explain importance of communicating with trusted adults about relationships. H2.Se6.4a <b>Gr. 4, Lesson 27</b></p> <p>Demonstrate positive ways to communicate differences of opinion and feelings while maintaining relationships. H4.Se6.4 <b>Gr. 4, Lessons 14, 15</b></p> <p>Understand ways family, friends, and peers can have a positive or negative influence on relationships. H2.Se6.4b <b>Covered in Gr. 5</b></p>	<p>Explain importance of using social media safely, legally and respectfully. H1.Se6.5b <b>Gr. 5, Lesson 7</b> [in relation to cyberbullying only]</p> <p>Understand how to support a peer to recognize healthy and unhealthy relationships. H8.Se6.5 <b>Gr. 5, Lesson 2</b></p> <p>Define sexual abuse. H1.Se6.5c <b>Not covered</b></p>

## Health Education Core Idea: Social Emotional Health (So)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>1. Self-Esteem</b>	Understand positive self-talk. H1.So1.K <b>Gr. K, Lesson 1</b> [not specifically called self-talk]	Compare and contrast positive and negative self-talk. H1.So1.1 <b>Gr. 1, Lesson 4 could be expanded to cover self-talk in response to feelings</b>	Identify personal strengths and challenges. H1.So1.2a <b>Gr. 2, Lesson 2</b> [in relation to growing and changing]  Recognize that practice develops confidence. H1.So1.2b <b>Gr. 2, Lesson 2</b> [in relation to growing and changing]	Define self-esteem. H1.So1.3a <b>Gr. 3, Lesson 5</b> [valuing self, specific term could be introduced]  Identify characteristics of healthy self-esteem. H1.So1.3b <b>Gr. 3, Lesson 5</b> [valuing self, specific terms could be introduced]  Understand self-esteem can be enhanced by working through challenges.H1.So1.c <b>Gr. 3, Lesson 5</b> [valuing self, specific terms could be introduced]	Compare and contrast high and low self-esteem. H1.So1.4a <b>Not covered</b>  Understand the connection between self-esteem and healthy decision-making. H1.So1.4b <b>Can be addressed in Gr. 4, Lesson 28</b>	Explain how high self-esteem is a sign of emotional well-being. H1.So1.5a <b>Gr. 5, Lesson 1</b> [valuing self, specific term could be introduced]  Recognize how self-esteem is impacted by family and peers. H1.So1.5b <b>Could introduce across Gr. 5, Lessons 1, 2 and 3</b>
<b>2. Body Image</b>	<i>Developmentally appropriate outcomes first appear in grade 2.</i>	<i>Developmentally appropriate outcomes first appear in grade 2.</i>	Understand body size, shape, and appearance are partially determined by genetics. H1.So2.2 <b>Could be addressed or added to Gr. 2, Lesson 2</b>	Identify positive and negative influences on body image. H2.So2.3 <b>Body image covered in Middle School</b>	Understand influences of family, culture, and media on body image. H2.So2.4 <b>Body image covered in Middle School</b>	Describe influence of peers and social media on body image. H2.So2.5 <b>Body image covered in Middle School</b>

## Health Education Core Idea: Social Emotional Health (So)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>3. Stress Management</b>	Identify characteristics of stress. H1.So3.K <b>Gr. K, Lesson 2</b> [feelings of anxiety]; <b>stress covered beginning in Gr. 4.</b>	Recognize positive and negative effects of stress. H1.So3.1 <b>Gr. 1, Lesson 4</b> [feelings of anxiety] <b>Stress covered beginning in Gr. 4</b>  Identify basic stress management techniques. H7.So3.1 <b>Gr. 1, Lesson 4</b> [asking for help with strong feelings, anger management] <b>Stress covered beginning in Gr. 4</b>	Identify causes of stress. H1.So3.2a <b>Gr. 2, Lesson 3</b> [troublesome feelings] Stress not named explicitly until Gr. 4  Describe stress management techniques. H1.So3.2b <b>Gr. 2, Lessons 3, 4</b> [troublesome feelings] Stress not named explicitly until Gr. 4	Explain how the body reacts to stress. H1.So3.3a <b>Covered in Gr. 4</b>  Identify personal stressors. H1.So3.3b <b>Covered in Gr. 4</b>  Identify strategies to manage personal stress. H7.So3.3 <b>Covered in Gr. 4</b>	Explain emotional reactions to stress. H1.So3.4a <b>Gr. 4, Lesson 1</b>  Describe relationship between attitude and stress. H1.So3.4b <b>Gr. 4, Lesson 2</b>  Explain how stress management techniques positively impact health. H1.So3.4c <b>Gr. 4, Lesson 3</b>	List ways to support others in stressful situations. H8.So3.5 <b>Gr. 5, Lesson 13</b>  Compare healthy and unhealthy ways to manage stress. H7.So3.5 <b>Covered in Gr. 4</b>
<b>4. Expressing Emotions</b>	Identify different kinds of emotions. H1.So4.Ka <b>Gr. K, Lesson 2</b>  Identify appropriate ways to express and manage emotions. H1.So4.Kb <b>Gr. K, Lesson 2</b>	Describe appropriate ways to express emotions. H1.So4.1a <b>Gr. 1, Lesson 4</b>  Recognize importance of being sensitive to others' feelings. H1.So4.1b <b>Gr. 1, Lesson 4</b>	Demonstrate appropriate ways to express emotions. H4.So4.2 <b>Gr. 2, Lesson 3</b>  Understand relationship between emotions and behaviors. H1.So4.2 <b>Gr. 2, Lesson 3</b>	Describe importance of being aware of one's own feelings. H1.So4.3a <b>Gr. 3, Lesson 2</b>  Identify characteristics of self-control. H1.So4.3b <b>Covered in Gr. 2 &amp; 4</b>	Explain how expression of emotions may impact others. H4.So4.4a <b>Gr. 4, Lessons 4, 5, 6</b>  Understand how to express empathy. H4.So4.4b <b>Gr. 4, Lesson 14</b>	Understand ways to manage difficult emotions. H1.So4.5a <b>Gr. 5, Lesson 12</b> <b>Also covered in Gr. 4</b>  Identify resources for managing emotions. H1.So4.5b <b>Gr. 5, Lesson 13</b> <b>Also covered in Gr. 4</b>

## Health Education Core Idea: Social Emotional Health (So)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>5. Harassment, Intimidation, and Bullying</b></p>	<p>Recognize bullying and teasing. H1.So5.K <b>Gr. K, Lesson 11</b></p> <p>Recognize ways to respond appropriately to bullying and teasing. H4.So5.K <b>Gr. K, Lesson 11</b></p>	<p>Distinguish between bullying and teasing. H1.So5.1a <b>Gr. 1, Lesson 18</b></p> <p>Discuss harmful effects of bullying and teasing. H1.So5.1b <b>Gr. 1, Lesson 18</b></p> <p>List ways to respond appropriately to bullying and teasing. H4.So5.1 <b>Gr. 1, Lesson 18</b></p>	<p>Define bystanders and interveners related to bullying. H1.So5.2 <b>Gr. 2, Lessons 14, 15</b></p> <p>Identify strategies to intervene safely when someone is being bullied or teased. H8.So5.2 <b>Gr. 2, Lessons 14, 15</b></p>	<p>Demonstrate how to respond appropriately to bullying or teasing. H4.So5.3 <b>Gr. 3, Lessons 14, 15</b></p> <p>Identify benefits of intervening and disadvantages of being a bystander. H8.So5.3 <b>Gr. 3, Lessons 14, 15</b></p> <p>Recognize harassment and intimidation. H1.So5.3 <b>Gr. 3, Lessons 14, 15</b></p>	<p>Compare and contrast bullying, teasing, harassment, and intimidation. H1.So5.4 <b>Covered in Gr. 5</b></p> <p>Demonstrate how to respond appropriately to bullying, harassment, and intimidation. H4.So5.4 <b>Covered in Gr. 3 &amp; 5</b></p>	<p>Explain how bullying, intimidation, and harassment affect individuals. H1.So5.5a <b>Gr. 5, Lessons 7, 8, 10, 11</b></p> <p>Advocate for self and others to prevent bullying, harassment, and intimidation. H8.So5.5 <b>Gr. 5, Lessons 9, 15</b></p> <p>Define sexual harassment. H1.So5.5b <b>Covered in Middle School and High School</b></p> <p>Understand cyber-bullying. H1.So5.5c <b>Gr. 5, Lesson 14</b></p>



## Health Education Core Idea: Substance Use and Abuse (Su)

\*Note: HealthSmart covers Tobacco in Grades K – 2; Tobacco and Alcohol in Grades 3 and 4; and Alcohol in Grade 5.

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>1. Use and Abuse</b>	<p>Understand how medicines are used correctly. H1.Su1.Ka <b>Gr. K, Lesson 7</b></p> <p>Recognize differences between medicines and harmful drugs. H1.Su1.Kb <b>Not covered until Middle School</b></p> <p>Identify trusted adults at home and school who administer prescriptions and over-the-counter medicines. H3.Su1.Kc <b>Gr. K, Lesson 7</b></p>	<p>Understand differences between safe and unwanted medicine use. H1.Su1.1a <b>Covered in Gr. K &amp; 2</b></p> <p>Identify different medicines and harmful drugs. H1.Su1.1b <b>Covered in Gr. 2 [medicines only]</b></p> <p>Understand tobacco and alcohol are harmful drugs. H1.Su1.1c <b>Gr. 1, Lesson 26 [tobacco only]</b></p>	<p>Understand differences between prescription medicines, over-the-counter medicines, and harmful drugs. H1.Su1.2a <b>Gr. 2, Lesson 6 [kinds of medicines only]</b></p> <p>Understand commonly used terms for tobacco and alcohol. H1.Su1.2b <b>Gr. 2, Lesson 23 [tobacco only]</b></p>	<p>Compare and contrast prescription and over-the-counter medicines with harmful drugs. H1.Su1.3a <b>Gr. 3, Lesson 6 [kinds of medicines only]</b></p> <p>Understand commonly used terms for marijuana. H1.Su1.3b <b>Covered in Middle School</b></p> <p>Identify how family, school, and community influence decisions related to tobacco, alcohol, and marijuana. H2.Su1.3 <b>Gr. 3, Lessons 27, 28 [tobacco &amp; alcohol only]</b></p>	<p>Understand differences between medically accurate use and abuse of prescriptions and over-the-counter medicines. H1.Su1.4a <b>Covered in Gr. 3</b></p> <p>Understand tobacco, alcohol, and marijuana are illegal for minors. H1.Su1.4b <b>Gr. 4, Lesson 20 [tobacco &amp; alcohol only]</b></p> <p>Describe reasons people use tobacco, alcohol, and other drugs. H1.Su1.4c <b>Gr. 4, Lesson 21 [tobacco &amp; alcohol only]</b></p> <p>Identify how peers, media, and technology influence decisions related to tobacco, alcohol, and marijuana. H2.Su1.4 <b>Gr. 4, Lesson 21 [tobacco &amp; alcohol only]</b></p>	<p>Identify reliable sources of information about tobacco, alcohol, and other drugs. H3.Su1.5 <b>Gr. 5, Lesson 24 [alcohol only]</b></p> <p>Identify a variety of tobacco, alcohol, and marijuana products. H1.Su1.5a <b>Covered in Gr. 4 [tobacco &amp; alcohol only]</b></p> <p>Recognize that tobacco, alcohol, and other drugs can be addictive. H1.Su1.5b <b>Gr. 5, Lesson 24 [alcohol only]</b></p> <p>Describe how family, school, community, peers, media, and technology influence decisions related to use of tobacco, alcohol, marijuana, and other drugs. H2.Su1.5 <b>Gr. 5, Lesson 26, 27 [alcohol only]</b></p>

## Health Education Core Idea: Substance Use and Abuse (Su)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>2. Effects</b>	<i>Developmentally appropriate outcomes first appear in grade 1.</i>	Recognize effects of medicines used incorrectly. H1.Su2.1 <b>Covered in Gr. 2</b>	Understand effects of tobacco and alcohol. H1.Su2.2 <b>Gr. 2, Lesson 23, 24</b> [tobacco only]	Describe effects of tobacco, secondhand smoke, alcohol, and marijuana. H1.Su2.3 <b>Gr. 3, Lesson 25</b> [tobacco & alcohol only]	Describe harmful effects of medicines, tobacco, alcohol, and marijuana. H1.Su2.4 <b>Gr. 4, Lesson 20</b> [tobacco & alcohol only]	Recognize substances are more addictive and harmful during growth and development. H1.Su2.5a <b>Gr. 5, Lesson 24</b> [alcohol only]  Explain how substance abuse can affect family and friends. H1.Su2.5b <b>Gr. 5, Lesson 31</b> [alcohol only]
<b>3. Prevention</b>	Understand importance of using medicines only with supervision of a trusted adult. H1.Su3.K <b>Gr. K, Lesson 7</b>	Recognize how to tell a trusted adult when offered nonprescribed medicine or harmful drugs. H4.Su3.1 <b>Gr. 1, Lesson 29</b> [tobacco only]  Recognize importance of avoiding tobacco, secondhand smoke, and alcohol. H1.Su3.1 <b>Gr. 1, Lesson 26</b> [tobacco only]	Describe how to use refusal skills when offered nonprescribed medicine or harmful drugs. H4.Su3.2 <b>Refusal skills instruction begins in Gr. 3.</b>  Identify benefits of being tobacco- and alcohol-free. H1.Su3.2 <b>Gr. 2, Lesson 26</b> [tobacco only]  Demonstrate refusal skills in different situations. H1.Su3.2 <b>Refusal skills instruction begins in Gr. 3.</b>	Describe verbal and nonverbal communication skills to avoid tobacco, alcohol, and marijuana. H4.Su3.3 <b>Gr. 3, Lessons 29</b> [tobacco & alcohol only]  Identify situations and potential outcomes of decisions related to tobacco, alcohol, and marijuana. H5.Su3.3 <b>Gr. 3, Lessons 26</b> [tobacco & alcohol only]	Describe how to ask for help to avoid situations in which others are using tobacco, alcohol, or marijuana. H4.Su3.4 <b>Gr. 4, Lessons 22, 23</b> [tobacco & alcohol only]  Determine benefits of abstaining from or discontinuing use of tobacco, alcohol, and marijuana. H1.Su3.4 <b>Gr. 4, Lesson 24</b> [tobacco & alcohol only]	Demonstrate ways to resist peer pressure to use substances. H4.Su3.5 <b>Gr. 5, Lesson 28</b>  Identify healthy alternatives for decisions related to substance use. H5.Su3.5 <b>Gr. 5, Lesson 25</b>