

***HealthSmart* Alignment with  
Wisconsin Standards for  
Health Education**

**Grades K–5**

<b>Grades K–2</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
1:1:A1 Describe ways to prevent common childhood accidents and injuries.	K – 13, 14, 15, 16, 17, 18 1 – 7, 9, 10, 11, 12, 13, 14, 15, 16, 20 2 – 9, 10, 11, 12, 13
1:1:A2 Describe healthy behaviors that impact personal health.	K – 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 1 – 1, 2, 3, 4, 5, 6, 7, 8, 18, 21, 22, 23, 24, 25, 26, 27 2 – 1, 2, 3, 4, 5, 6, 7, 8, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26
1:1:A3 List ways to prevent communicable disease.	K – 6 1 – 5 2 – 5
1:1:B1 Describe why it is important to seek health care.	K – 7, 8 2 – 6
1:1:B2 Describe why it is important to participate in healthy behaviors.	K – 1, 3, 5, 6, 12, 21, 22, 23, 24, 25, 26, 30 1 – 4, 5, 6, 7, 8, 21, 22, 23, 24, 25, 28 2 – 2, 4, 5, 6, 7, 8, 16, 17, 18, 19, 20, 21, 22, 23
1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.	2 – 2
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>	
2:1:A1 Identify internal and external factors that may influence health behaviors.	K – 2, 3, 10, 11 1 – 1, 2, 3, 4, 18, 27, 29 2 – 1, 3, 14, 25
2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.	K – 2, 3, 10, 11 1 – 1, 2, 3, 4, 18, 27, 29 2 – 1, 3, 14, 25
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
3:1:A1 Identify trusted adults and professionals who can help promote health.	K – 3, 7, 8, 9, 10, 11, 18, 22 1 – 1, 9, 11, 18, 29 2 – 4, 14, 25
3:1:A2 Describe ways to locate school and community health helpers.	K – 9, 10, 19 1 – 17

<b>Grades K–2</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Grade – Lesson)</b>
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
4.1:A1 Identify ways to communicate.	K – 2 1 – 4 2 – 3, 4
4.1:A2 Identify ways to express needs, wants, and feelings.	K – 1, 2, 3, 9, 10 1 – 29 2 – 4
4.1:B1 Describe ways to respond when in an unwanted, threatening, or dangerous situation.	K – 10, 11, 18, 29 1 – 16, 17, 18, 20 2 – 15
4.1:B2 Use refusal skills including firmly saying no and getting away from the situation.	1 – 20
4.1:B3 Explain how to communicate to a trusted adult if threatened or harmed.	K – 19 1 – 17, 20 2 – 15
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
5.1:A1 Identify steps in the decision-making process.	K – 20, 21, 28 2 – 9, 10, 11, 12, 26
5.1:A2 Provide an example of a situation when a health-related decision is needed to keep one safe.	K – 20, 21, 28 2 – 9, 10, 11, 12, 26
5.1:A3 Create a decision-making plan with family members or trusted adult.	K – 20 2 – 26
5.1:B1 Provide an example of when a health-related decision can be made individually.	K – 18, 20 2 – 26
5.1:B2 Provide an example of when assistance is needed to make a health-related decision.	K – 18, 20 2 – 26
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
6.1:A1 Identify a personal health goal.	K – 5, 6, 23, 25 1 – 8, 23 2 – 13, 19, 21
6.1:A2 Identify steps to achieve a goal.	K – 5, 6, 23, 25 1 – 8, 23 2 – 13, 19, 21
6.1:A3 Discuss a health goal with a family member or trusted adult.	K – 23, 25 1 – 21, 25 2 – 18, 22

<b>Grades K–2</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Grade – Lesson)</b>
<b>Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.</b>	
7:1:A1 Demonstrate health-enhancing practices and behaviors.	K – 1, 5, 6, 22, 25 1 – 5, 6, 8, 23, 25 2 – 5, 19, 21, 22, 26
7:1:A2 Demonstrate behaviors that avoid or reduce health risk.	K – 2, 13, 14, 15, 16, 17, 19, 29 1 – 7, 10, 12, 16, 17, 20 2 – 3, 9, 10, 11, 12, 13
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</b>	
8:1:A1 Define health needs and personal wants.	K – 3, 7, 8, 9, 10, 18, 29 1 – 1, 8, 9, 19, 28, 29 2 – 6, 15, 16, 25
8:1:A2 Express health needs and personal wants with family members or trusted adults.	K – 3, 9, 29 1 – 19, 28, 29 2 – 15, 16, 25
8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.	K – 3, 9, 11, 14, 23, 25, 28, 29, 30 1 – 2, 3, 8, 11, 12, 15, 18, 19, 21, 22, 25, 26, 28 2 – 1, 4, 5, 8, 15, 16, 18, 22, 23, 24, 26
8:1:B2 Identify role models for healthy habits.	K – 14, 23 1 – 8, 25 2 – 5, 18 [part of take-home family activities]
8:1:B3 Encourage friends and classmates to make healthy choices.	K – 11, 25, 28, 30 1 – 3, 12, 19, 22, 28 2 – 8, 15, 16, 23, 26

<b>Grades 3–5</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases.	3 – 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 23, 24, 26 4 – 3, 8, 10, 11, 12, 14, 15, 16, 17, 18, 20 5 – 6, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 29, 30
1:2:A2 Describe the relationships among the environment, healthy behaviors, and personal health.	3 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28 4 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 25, 26, 28 5 – 1, 2, 4, 5, 6, 7, 8, 11, 13, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 30, 32, 33, 34, 35, 26, 37
1:2:A3 Explain ways to prevent the spread of communicable diseases.	3 – 6, 7 4 – 7 5 – 6
1:2:B1 Describe when it is important to seek health care.	3 – 8
1:2:B2 Describe personal and environmental barriers to practicing healthy behaviors.	3 – 2, 9, 14, 21, 23, 27, 28 4 – 2, 4, 10, 13, 21 5 – 9, 10, 14, 18, 19, 21, 22, 23, 25, 26, 27, 30
1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).	3 – 1 5 – 1
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>	
2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.	3 – 3, 4, 14, 21, 27, 28 4 – 13, 21 5 – 2, 7, 8, 11, 14, 19, 26, 27, 30, 33, 36
2:2:A2 Give examples of messages from external factors that can influence health behaviors.	3 – 3, 4, 14, 21, 27, 28 4 – 13, 21 5 – 7, 11, 14, 26, 27, 33
2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors.	3 – 1, 2, 5 4 – 4, 22 5 – 11, 25, 30, 32, 33
2:2:B1 Describe how internal and external factors interact to influence health behaviors.	3 – 21, 28 4 – 22 5 – 11, 30

<b>Grades 3–5</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Grade – Lesson)</b>
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
3:2:A1 Identify characteristics of valid health information, products, and services.	4 – 20 5 – 4, 31, 38
3:2:A2 Discuss ways to locate valid health information.	4 – 20, 27 5 – 4, 5, 31, 38
3:2:B1 Identify valid sources of health information.	4 – 20, 27 5 – 4, 5, 31, 38
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	3 – 4, 29 5 – 3
4:2:A2 Describe how to ask for assistance.	3 – 15, 16 4 – 6, 15, 27 5 – 31
4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.	3 – 15, 16, 29 4 – 6, 13, 14, 15, 22, 23, 26, 27 5 – 3, 28, 31
4:2:B2 Identify refusal skills that avoid or reduce health risks.	3 – 16, 29 4 – 13, 22, 23 5 – 28
4:2:B3 Discuss nonviolent strategies to reduce, manage, or resolve conflict.	4 – 14, 15
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
5:2:A1 Identify situations that require a thoughtful decision.	3 – 13, 26 4 – 14, 28 5 – 12, 29
5:2:A2 List healthy options to health-related issues or problems.	3 – 13, 26 4 – 28 5 – 29
5:2:A3 Choose the healthiest option when making a decision.	3 – 13, 26 4 – 28 5 – 29
5:2:B1 Determine when assistance is needed in making a health-related decision.	3 – 13, 26 4 – 14, 28 5 – 12, 29
5:2:B2 Examine the potential outcomes of each option when making a health-related decision.	3 – 13, 26 4 – 28 5 – 29

<b>Grades 3–5</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Grade – Lesson)</b>
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
6:2:A1 Identify resources to assist in achieving a personal health goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23, 30
6:2:A2 Identify key family, school, and community members that can assist in achieving a personal health goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
6:2:B1 Choose a clear and realistic personal health goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
6:2:B2 Develop a plan for reaching the goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
6:2:B3 Track progress toward goal achievement.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
<b>Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.</b>	
7:2:A1 Identify responsible personal health behaviors.	3 – 6, 7, 8, 9, 11, 14, 17, 18, 19, 20, 23, 26 4 – 3, 4, 5, 11, 12, 13, 17, 18, 20, 24, 28 5 – 1, 6, 9, 12, 13, 16, 17, 20, 21, 25, 26, 29, 30, 31, 33, 38
7:2:B1 Demonstrate behaviors that will maintain or improve personal health.	3 – 4, 18, 22, 24 4 – 9, 19 5 – 3, 6, 23
7:2:B2 Demonstrate behaviors that avoid or reduce health risks.	3 – 6, 12, 16, 29 4 – 3, 5, 13, 15, 23 5 – 9, 12, 19, 28
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</b>	
8:2:A1 State opinions about health issues.	3 – 7, 10, 11, 15 4 – 20, 24, 25, 26 5 – 9, 15, 27, 36
8:2:A2 Discuss factual information about health issues with family members or trusted adults.	3 – 3, 5, 8, 13, 14, 20, 23, 28 4 – 3, 7, 10, 17, 18, 23, 28 5 – 9, 13, 17, 21, 24, 31, 33, 37
8:2:A3 Define advocacy.	3 – 7, 10, 15 4 – 24 5 – 15

<b>Grades 3–5</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Grade – Lesson)</b>
<b>Standard 8</b> <i>(continued)</i>	
8:2:B1 Discuss situations where advocacy may be used.	3 – 7, 11, 15, 29 4 – 20, 24, 26 5 – 9, 15, 27, 36
8:2:B2 List types of situations in which one could model health-enhancing behaviors.	3 – 7, 11, 15, 29 4 – 20, 24, 26 5 – 9, 15, 27, 36
8:2:B3 Encourage family members to engage in health-enhancing behaviors through actions or suggestions.	3 – 20, 23 4 – 7, 18 5 – 17, 21,
8.5.2 Encourage others to make positive health choices.	3 – 7, 11, 15, 29 4 – 20, 24, 26 5 – 9, 15, 27, 36