

***HealthSmart* Alignment with  
National Consensus for  
School Health Education's  
National Health  
Education Standards**

**Grades K–5**

<p><b>Grades K–2</b></p>	<p><b>HealthSmart (Grade – Lesson)</b></p>
<p><b>Standard 1: Students comprehend functional health knowledge to enhance health.</b></p>	
<p>1.2.1 Recognize multiple dimensions of health (e.g., physical, social, emotional, and intellectual).</p>	<p>2 – 2</p>
<p>1.2.2 Identify benefits of practicing health-promoting behaviors.</p>	<p>K – 15, 23, 24, 26, 30 1 – 12, 21, 22, 24, 28 2 – 7, 10, 16, 17, 21, 22, 26</p>
<p>1.2.3 Identify potential consequences of practicing unhealthy behaviors.</p>	<p>K – 11, 16, 17, 26, 27 1 – 18, 26 2 – 14, 23, 24</p>
<p>1.2.4 Identify safe and unsafe situations, people, and events.</p>	<p>K – 10, 11, 12, 16, 17, 18, 29 1 – 9, 10, 11, 12, 13, 14, 15, 16, 17, 26 2 – 9, 10, 11, 12, 13, 14, 15, 23, 24</p>
<p>1.2.5 Identify practices and behaviors that prevent or reduce health risks (e.g., handwashing).</p>	<p>K – 2, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 29, 30 1 – 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 28, 29 2 – 3, 4, 5, 6, 9, 10, 11, 12, 13, 15, 25, 26</p>
<p>1.2.6 List ways to engage in healthy practices and behaviors (e.g., brushing teeth daily).</p>	<p>K – 5, 6, 21, 22, 23, 24, 25 1 – 5, 6, 7, 8, 21, 22, 23, 24, 25 2 – 5, 6, 7, 8, 16, 17, 18, 19, 20, 21, 22, 25, 26</p>
<p>1.2.7 List ways to prevent common childhood injuries and health problems (e.g., wearing bicycle helmets and drinking water instead of sugary beverages).</p>	<p>K – 6, 13, 14, 15, 16, 17, 18 1 – 5, 7, 9, 10, 11, 12, 13, 14, 15, 16, 20 2 – 5, 9, 10, 11, 12, 13</p>
<p><b>Standard 2: Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.</b></p>	
<p>2.2.1 Identify family influences on health behaviors.</p>	<p>K – 3 1 – 2, 27, 29 2 – 1</p>
<p>2.2.2 Explain how school personnel (e.g., teachers, custodians, bus drivers, food service workers) influence health behaviors.</p>	<p>K – 3, 7, 8, 10, 11 1 – 13, 14, 16, 18 2 – 4, 14, 25</p>
<p>2.2.3 Identify ways in which media, social media, and technology (e.g., television, movies, video games, advertisements, apps, and other screen time). influence health behaviors.</p>	<p>Not covered</p>
<p>2.2.4 Recognize positive influences on personal health behaviors.</p>	<p>K – 3 1 – 1, 2, 3 2 – 1, 2, 25</p>
<p>2.2.5 Recognize negative influences on personal health behaviors.</p>	<p>K – 11, 28 1 – 18, 25, 27 2 – 14, 20, 24</p>

Grades K–2 <i>(continued)</i>	<b>HealthSmart</b> (Grade – Lesson)
<b>Standard 3: Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.</b>	
3.2.1 Use functional health literacy (e.g., reading, writing, and speaking) to access trustworthy health information to learn functional health knowledge.	1 – 18, 21, 23, 26 2 – 1, 4, 6, 7, 9, 10, 11, 12, 14, 17, 18, 20, 21, 24, 25, 26
3.2.2 Locate a trusted adult in the school building in order to access valid and reliable health services (e.g., teacher, administrator, counselor, speech language pathologist, occupational therapist, social worker, school nurse).	K – 7, 8 1 – 20 2 – 4, 25
3.2.3 Demonstrate interactive health literacy by talking with a trusted adult to obtain valid and reliable health information.	K – 3, 9, 11, 14, 23, 25, 29 1 – 2, 8, 11, 15, 18, 20, 21, 25, 26 2 – 1, 4, 5, 15, 18, 22, 24 [part of take-home family activities]
3.2.4 Describe the role of trusted adults in clinical and community settings in order to obtain valid health information and services.	Not covered
3.2.5 Discuss reasons for going to a health appointment (e.g., eye doctor, dentist, psychologist, healer, pediatrician).	K – 5
3.2.6 Read visual-textual health and safety signage at school.	Not covered
<b>Standard 4: Students demonstrate effective interpersonal communication skills to enhance health.</b>	
4.2.1 Identify how effective interpersonal communication can benefit personal health and well-being.	K – 2, 3 1 – 3, 4 2 – 3, 4
4.2.2 Demonstrate effective listening skills and non-verbal communication skills (e.g., paying attention).	K – 1
4.2.3 Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.	K – 1, 2, 3, 9, 10 1 – 29 2 – 4
4.2.4 Demonstrate how to tell a trusted adult when feeling threatened, harmed or unsafe.	K – 19 1 – 17, 20 2 – 15
4.2.5 Demonstrate refusal skills including firmly saying no and moving away from unhealthy situations, unsafe people and risky events.	K – 29 1 – 20
4.2.6 Demonstrate how to communicate kindness, empathy, compassion, and care toward others.	K – 11 1 – 3 2 – 2, 15
4.2.7 Demonstrate how to ask for permission and appropriately respond (e.g., sharing, compromising, accepting “no”).	Not covered

<b>Grades K–2</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Grade – Lesson)</b>
<b>Standard 5: Students demonstrate effective decision-making skills to enhance health.</b>	
5.2.1 Identify situations that need a health decision.	K – 20, 21, 28 2 – 9, 10, 11, 12, 26
5.2.2. Determine when help is needed and when it is not needed to make a health decision.	K – 20 2 – 26
5.2.3 Explain how family, peers, and trusted adults can affect a health decision.	Can be added to decision-making lessons listed below
5.2.4 Predict the outcome of a health decision that leads to a healthy behavior.	K – 20 2 – 9, 10, 11, 12, 26
5.2.5 Choose a health-promoting option when making an effective decision.	K – 20 2 – 9, 10, 11, 12, 26
5.2.6 Reflect on healthy and unhealthy consequences of a decision.	2 – 26
<b>Standard 6: Students demonstrate effective goal-setting skills to enhance health.</b>	
6.2.1 Identify a realistic personal short-term health goal with the help of a trusted adult.	K – 5, 6, 23, 25 1 – 8, 23 2 – 13, 19, 21
6.2.2 Identify the health and related benefits of reaching a short-term health goal.	K – 5, 6, 23, 25 1 – 8 2 – 13, 19, 21
6.2.3 Identify people, information, and resources to help achieve a personal health goal.	K – 5, 6, 23, 25 1 – 23 2 – 13, 19, 21
6.2.4 Develop a basic plan for achieving a personal health goal.	K – 5, 6, 23, 25 1 – 8, 23 2 – 13, 19, 21
6.2.5 Take steps to achieve a personal health goal (e.g., tracking progress, setting reminders, taking small steps).	K – 5, 6, 23, 25 1 – 8, 23 2 – 13, 19, 21
6.2.6 Recognize that effort, will power, and resilience can help toward achieving a personal health goal.	Can be added to goal-setting lessons listed above
<b>Standard 7: Students demonstrate observable health and safety practices.</b>	
7.2.1 Demonstrate age and developmentally appropriate observable health and safety practices.	K – 1, 2, 5, 6, 13, 14, 15, 16, 17, 19, 23, 25, 29 1 – 5, 6, 7, 8, 10, 12, 16, 17, 23 2 – 3, 5, 22, 26
7.2.1 Demonstrate age and developmentally appropriate observable health and safety practices.	K – 5, 6, 23, 25 1 – 5, 6, 8, 23 2 – 4, 5, 7, 19, 21
7.2.3 Explain how health and safety practices can become habits.	2 – 7

<b>Grades K–2</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Grade – Lesson)</b>
<b>Standard 8: Students advocate for behaviors that support personal, family, peer, school, and community health.</b>	
8.2.1 Demonstrate how to make requests that promote personal health and safety (e.g., asking others for help to avoid exposure to secondhand smoke).	K – 3, 7, 29 1 – 19, 28, 29 2 – 15, 16, 25
8.2.2 Demonstrate how to encourage family and peers to make healthy choices (e.g., persuading others to follow safety rules and procedures).	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 comprehend functional health knowledge to enhance health.</b>	
1.5.1 List examples of the physical, social, emotional, and intellectual dimensions of health.	3 – 1 5 – 1
1.5.2 Describe benefits of practicing health-promoting behaviors.	3 – 8, 17, 18, 19, 20, 25 4 – 7, 14, 17, 20, 24 5 – 16, 18, 20, 21, 37
1.5.3 Explain potential consequences of practicing unhealthy behaviors.	3 – 14, 25 4 – 2, 4, 8, 10, 20 5 – 8, 11, 24, 25
1.5.4 Compare and contrast safe and unsafe situations, people, and events.	3 – 9, 10, 13, 16 4 – 10, 11, 12 5 – 7, 8, 10, 11
1.5.5 Describe practices and behaviors that prevent or reduce health risks (e.g., eating vegetables and fruits daily).	3 – 2, 6, 7, 9, 10, 11, 17, 19, 20, 23, 26 4 – 3, 5, 6, 8, 10, 11, 12, 16, 17, 18, 20 5 – 6, 9, 12, 13, 16, 17, 18, 20, 21, 29
1.5.6 Explain ways to engage in healthy practices and behaviors (e.g., daily moderate to vigorous physical activity).	3 – 3, 4, 5, 6, 7, 8, 17, 18, 19, 20, 22, 23 4 – 3, 7, 8, 9, 16, 17, 18, 19, 14, 27 5 – 1, 2, 3, 6, 16, 17, 18, 19, 20, 21, 22, 29, 37, 38
1.5.7 Explain ways to prevent common childhood injuries and health problems (e.g., recommendations for swimming safety and strategies for managing emotions).	3 – 9, 10, 11, 16 4 – 3, 10, 11, 12, 14, 15 5 – 9, 10, 11, 12
<b>Standard 2: Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.</b>	
2.5.1 Examine influences of family and culture on health behaviors.	3 – 3, 21 4 – 21 5 – 2, 19, 30, 33, 36
2.5.2 Describe how peers influence health behaviors.	3 – 4, 21, 27, 28 4 – 13, 21 5 – 2, 7, 11, 19, 26, 30
2.5.3 Describe ways in which schools and neighborhoods influence health behaviors.	3 – 15 4 – 11 5 – 9
2.5.4 Explain how media, social media, and technology (e.g., television, movies, video games, advertisements, apps, and other screen time) influence health behaviors.	3 – 14, 21, 28 4 – 21 5 – 7, 8, 14, 27, 30
2.5.5 Identify positive internal and external influences on personal health behaviors.	3 – 3, 4, 21 4 – 21 5 – 2, 19, 26, 30
2.5.6 Identify negative internal and external influences on personal health behaviors.	3 – 14, 21, 27, 28 4 – 13, 21 5 – 7, 11, 14, 19, 26, 27, 30

<b>Grades 3–5</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Grade – Lesson)</b>
<b>Standard 3: Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.</b>	
3.5.1 Use functional health literacy skills (e.g., reading, writing, and speaking) to access valid and reliable health information to learn about health behaviors.	4 – 20, 27 5 – 4, 5, 31, 38
3.5.2 Access multimodal health messages e.g., words, pictures, numbers, and/or gestures) in print or electronic materials to practice interactive health literacy.	4 – 20 5 – 4, 38
3.5.3 Discuss which trusted adults and resource people in the community (e.g., doctor, dentist, nurse, police officer, firefighter, faith-based leader, elders) can help a person obtain credible health information and trustworthy services.	3 – 2, 16 4 – 6, 14, 27 5 – 13, 38
3.5.4 Document interactive health literacy by talking with a trusted adult or health professional about health information to be a proactive, well-informed patient.	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 [part of take-home family activities]
3.5.5 Read a variety of print material (e.g., books, magazines, billboards) from valid and reliable health resources to develop functional health knowledge.	4 – 20 5 – 4
3.5.6 Interpret visual and numerical representations (e.g., graphs, figures, tables, charts) to understand a health product.	Not covered
3.5.7 Write about a health-related product that supports a health decision or health habit.	Not covered
3.5.8 Evaluate healthy and unhealthy messages depicted in the media and in advertisements.	3 – 21, 28 4 – 21 5 – 14, 27
<b>Standard 4: Students demonstrate effective interpersonal communication skills to enhance health.</b>	
4.5.1 Explain how effective interpersonal communication can benefit personal health and well-being.	3 – 2, 4 4 – 14 5 – 3
4.5.2 Demonstrate effective verbal and nonverbal interpersonal communication skills.	3 – 4, 29 5 – 3
4.5.3 Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.	3 – 2, 4 4 – 6 5 – 3
4.5.4 Demonstrate how to ask for help to support personal health.	3 – 15, 16 4 – 6, 15, 27 5 – 31
4.5.5. Demonstrate refusal skills to avoid or reduce health risks.	3 – 16, 29 4 – 13, 22, 23 5 – 28

<b>Grades 3–5</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Grade – Lesson)</b>
<b>Standard 4</b> <i>(continued)</i>	
4.5.6 Demonstrate how to communicate kindness, empathy, compassion, and care toward others.	3 – 4 5 – 3, 9
4.5.7 Identify ways to show respect for another person’s consent or non-consent (e.g., personal space).	Covered in Middle School
4.5.8 Explain how to use collaboration and negotiation skills that support healthy behaviors and relationships.	Demonstrated in group work throughout the lessons
4.5.9 Demonstrate healthy ways to manage and resolve conflict.	4 – 14, 15
<b>Standard 5: Students demonstrate effective decision-making skills to enhance health.</b>	
5.5.1 Identify procedural steps in decision making.	3 – 13, 26 4 – 14, 28 5 – 12, 29
5.5.2 Assess when help is needed and when it is not needed to make a health decision.	3 – 13, 26 4 – 14, 28 5 – 12, 29
5.5.3 Explain how family, peers, trusted adults, and media can affect a health decision	Can be added to decision-making lessons listed above
5.5.4 Identify options when making a health-related decision.	3 – 13, 26 4 – 28 5 – 29
5.5.5 Predict the potential consequences of each option.	3 – 13, 26 4 – 28 5 – 29
5.5.6 Choose a health-promoting option that aligns with personal values when making an effective decision.	3 – 13, 26 4 – 28 5 – 29
5.5.7 Reflect on the outcomes of an effective health decision.	3 – 26 5 – 29, 30, 37
<b>Standard 6: Students demonstrate effective goal-setting skills to enhance health.</b>	
6.5.1 Set a realistic personal health goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
6.5.2 Explain the health and related benefits of reaching a personal health goal.	3 – 12 4 – 9, 19 5 – 22, 23
6.5.3 Develop a basic plan for achieving a personal health goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
6.5.4 Describe people, information, and resources to help achieve a personal health goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23, 30



<b>Grades 3–5</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Grade – Lesson)</b>
<b>Standard 6</b> <i>(continued)</i>	
6.5.5 Determine potential barriers in achieving a personal health goal.	4 – 9 5 – 22, 23
6.5.6 Implement strategies toward achieving a personal health goal (e.g., tracking progress, setting reminders, taking small steps, overcoming barriers).	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
6.5.7 Explain that effort, determination, and resilience can help toward achieving a personal health goal.	Can be added to goal-setting lessons listed above
<b>Standard 7: Students demonstrate observable health and safety practices.</b>	
7.5.1 Demonstrate age and developmentally appropriate observable health and safety practices.	3 – 4, 6, 12, 16, 18, 22, 24, 29 4 – 3, 5, 9, 13, 15, 19, 23 5 – 3, 6, 9, 12, 19, 23, 28
7.5.2 Reflect on the ability to perform observable practices that promote health and prevent or reduce the risk of disease and injury.	3 – 12, 18, 22, 24 4 – 3, 7, 9, 12, 19 5 – 1, 2, 6, 22, 23
7.5.3 Explain the importance of making health and safety practices into health habits.	3 – 10, 11, 4 – 7
<b>Standard 8: Students advocate for behaviors that support personal, family, peer, school, and community health.</b>	
8.5.1 Demonstrate how to persuade others to make healthy choices (e.g., persuading others not to bully).	3 – 7, 11, 15, 29 4 – 20, 24, 26 5 – 9, 15, 27, 36
8.5.2 Demonstrate how to persuade others to make positive health choices (e.g., persuading others to avoid all tobacco products).	3 – 7, 11, 15, 29 4 – 20, 24, 26 5 – 9, 15, 27, 36