

**HealthSmart
Alignment with
SHAPE America
National
Health
Education
Standards**



**GRADES
K-5**

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Standard 1: Students will use functional health information to support health and well-being of self and others.			
1.2.1 Identify strengths and assets that support health and well-being.	1, 3, 10, 11, 18, 20, 24, 29, 30	1, 2, 3, 9, 18, 24, 25, 29	1, 2, 7, 8, 15, 20, 25
1.2.2 Identify dimensions of wellness.			2
1.2.3 Identify ways to prevent or reduce risks of illnesses and injuries.	6, 7, 8, 9, 13, 14, 15, 16, 17, 18	5, 7, 9, 10, 11, 12, 13, 14, 15, 16, 20	5, 9, 10, 11, 12, 13
1.2.4 Describe health-promoting behaviors.	2, 5, 6, 7, 8, 9, 10, 11, 21, 22, 23, 24, 25, 30	1, 3, 4, 5, 6, 7, 8, 9, 18, 19, 20, 21, 22, 23, 24, 25, 28	1, 2, 3, 4, 5, 6, 7, 8, 15, 16, 17, 18, 19, 20, 21, 22, 25, 26
1.2.5 Explain the importance of health and well-being.	1, 5, 6, 10, 21, 22, 23, 24, 25, 30	1, 3, 5, 6, 8, 9, 19, 21, 22, 23, 24, 25, 28	2, 4, 5, 6, 7, 8, 16, 17, 18, 19, 20, 21, 22, 25, 26
1.2.6 Identify how the environment affects personal and community health.	10, 11, 12, 16, 17, 20, 28, 29	1, 7, 9, 11, 26	5, 11, 12, 23
1.2.7 Explain when it is important to seek health care.	7, 8		6
Standard 2: Students will analyze influences that affect health and well-being of self and others.			
2.2.1 Identify various influences that affect health and well-being.	3, 7, 8, 10, 11	2, 13, 14, 16, 18, 27, 29	1, 4, 14, 25
2.2.2 Determine the ways various influences affect personal health and well-being.	3, 7, 8, 10, 11	2, 13, 14, 16, 18, 27, 29	1, 4, 14, 25
2.2.3 Explain how various influences affect the health and well-being of others.	3, 7, 8, 10, 11	2, 13, 14, 16, 18, 27, 29	1, 4, 14, 25
Standard 3: Students will access valid and reliable resources to support health and well-being of self and others.			
3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being.	3, 7, 8, 9, 10, 11, 18, 22	1, 9, 11, 18, 29	4, 14, 25
3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.	3, 9, 10, 19	17, 20	4, 25
3.2.3 Locate school and community health helpers.	9, 10, 19	17	
Standard 4: Students will use interpersonal communication skills to support health and well-being of self and others.			
4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others.	1, 2, 3, 9, 10	29	4
4.2.2 Use active listening skills in a variety of situations.	1		
4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed.	10, 11, 18, 19, 29	16, 17, 18, 20	15
4.2.4 Recognize ways to communicate and respect the boundaries of self and others.	1, 2, 11, 29	3, 4, 18, 20, 29	2, 3, 14, 15, 25
4.2.5 Demonstrate ways to show kindness and compassion.	1, 11	1, 18	2, 15

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Standard 5: Students will use a decision-making process to support health and well-being of self and others.			
5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being.	20, 21, 28		9, 10, 11, 12, 26
5.2.2 Recognize when help is needed for a health-related decision.	20		26
5.2.3 Describe options and potential outcomes for a health-related decision.	20		9, 10, 11, 12, 26
5.2.4 Choose an option that supports health and well-being.	20		9, 10, 11, 12, 26
Standard 6: Students will use a goal-setting process to support health and well-being of self and others.			
6.2.1 Determine a health behavior to change or reinforce.	5, 6, 23, 25	8, 23	13, 19, 21
6.2.2 Identify a goal that supports health and well-being.	5, 6, 23, 25	8, 23	13, 19, 21
6.2.3 Determine who can help when assistance is needed to achieve a health-related goal.	5, 6, 23, 25	23	13, 19, 21
6.2.4 Describe actions that support reaching a health-related goal.	5, 6, 23, 25	8, 23	13, 19, 21
6.2.5 Take action to achieve a health-related goal.	5, 6, 23, 25	8, 23	13, 19, 21
6.2.6 Reflect on the results of goal setting.	23, 25	8, 23	13, 19, 21
Standard 7: Students will demonstrate practices and behaviors to support health and well-being of self and others.			
7.2.1 Identify practices and behaviors that support health and well-being of self and others.	1, 2, 3, 5, 6, 7, 8, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 29, 30	3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 28	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 22, 25, 26
7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others.	1, 2, 5, 6, 9, 13, 14, 15, 16, 17, 19, 29	5, 6, 7, 8, 10, 12, 16, 17	3, 5, 22, 26
Standard 8: Students will advocate to promote health and well-being of self and others.			
8.2.1 Make requests to support personal health and well-being.	3, 7, 29	19, 28, 29	15, 16, 25
8.2.2 Identify a variety of ways to support others in making health-promoting choices.	11, 25, 28, 30	3, 12, 19, 22, 28	8, 15, 16, 23, 26
8.2.3 Encourage others to make health-promoting choices.	11, 25, 28, 30	3, 12, 19, 22, 28	8, 15, 16, 23, 26

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 1: Students will use functional health information to support health and well-being of self and others.			
1.5.1 Explain how to build upon strengths and assets to support health and well-being.	1, 3, 4, 5	3, 6, 12, 25, 26	1, 2, 6, 30, 32, 33
1.5.2 Describe health-promoting behaviors for the dimensions of wellness.	1		1
1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries.	9, 10, 11, 16	3, 10, 11, 12, 14, 15	9, 10, 11, 12
1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions.	1, 2, 3, 4, 5, 6, 7, 8, 17, 18, 19, 20, 22, 23, 24, 25, 26	2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 16, 17, 18, 19, 20, 21, 25, 26, 28	1, 2, 5, 6, 13, 16, 17, 18, 19, 20, 21, 22, 23, 28, 30, 32, 33, 37, 38
1.5.5 Examine how health literacy supports health and well-being.	1		1, 4
1.5.6 Examine how the environment affects personal and community health.	9, 10, 11, 13, 14, 15	11	36
1.5.7 Explain when and why it is important to seek health care.	8		
Standard 2: Students will analyze influences that affect health and well-being of self and others.			
2.5.1 Explain how various influences affect health and well-being.	3, 4, 6, 14, 21, 27, 28	13, 21	2, 7, 8, 11, 14, 19, 25, 26, 27, 30, 33, 36
2.5.2 Determine the ways various influences affect the health and well-being of self and others.	3, 4, 14, 21, 27, 28	13, 21	2, 7, 8, 11, 14, 19, 25, 26, 27, 30, 33, 36
2.5.3 Explain how influences affect the health and well-being of people and communities in different ways.	21, 28	21	14, 19, 30
2.5.4 Use strategies and resources to manage influences that impact health and well-being.	21, 28	21	30
Standard 3: Students will access valid and reliable resources to support health and well-being of self and others.			
3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.	1, 2, 15	3, 6, 15, 27	1, 9, 13, 31, 38
3.5.2 Locate home, school, and community resources to support health and well-being.	1	6, 20, 27	4, 5, 13, 31, 38
3.5.3 Determine the validity and reliability of health information, products, services, and other resources.		20	4, 38
3.5.4 Explain how misinformation and disinformation affect health and well-being.	14, 27	21	4, 14, 27

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 4: Students will use interpersonal communication skills to support health and well-being of self and others.			
4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others.	2, 4, 29	4, 5, 13, 15	3
4.5.2 Use active listening skills and strategies in a variety of situations.	4		3
4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others.	7, 11, 15, 16	3, 6, 15, 20, 24, 26, 27	9, 12, 13, 31
4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others.	16, 29	5, 13, 22, 23	3, 28, 36
4.5.5 Demonstrate refusal skills to use in a variety of situations.	16, 29	13, 22, 23	28
4.5.6 Demonstrate strategies to prevent, manage or resolve conflict.		14, 15	
Standard 5: Students will use a decision-making process to support health and well-being of self and others.			
5.5.1 Determine situations that might require a thoughtful decision-making process to maintain or improve health and well-being.	13, 26	14, 28	12, 29
5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision.	13, 26	14, 28	12, 29
5.5.3 Compare and contrast options and potential outcomes for a health-related decision.	13, 26	28	29
5.5.4 Choose a health-promoting option when making a decision.	13, 26	28	29
5.5.5 Reflect on the results of a health-related decision on self and others.	26		29, 30, 37
Standard 6: Students will use a goal-setting process to support health and well-being of self and others.			
6.5.1 Set a goal and explain how the goal supports health and well-being.	12, 22, 24	9, 19	22, 23
6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being.	12, 22, 24	9, 19	22, 23
6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal.	12, 22, 24	9, 19	22, 23
6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal.	12, 22, 24	9, 19	22, 23, 30
6.5.5 Track progress toward attaining a health-related goal.	12, 22, 24	9, 19	22, 23
6.5.6 Reflect on the goal-setting process and outcomes.	12, 22, 24	9, 19	23

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Standard 7: Students will demonstrate practices and behaviors to support health and well-being of self and others.			
7.5.1 Examine practices and behaviors that support health and well-being of self and others.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 22, 23, 24, 26, 29	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 26, 27, 28	1, 2, 3, 4, 6, 9, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 28, 29, 30, 33, 37, 38
7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others.	4, 6, 12, 16, 18, 22, 24, 29	3, 5, 9, 13, 15, 19, 23	3, 6, 9, 12, 19, 23, 28
Standard 8: Students will advocate to promote health and well-being of self and others.			
8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others.	7, 11, 15, 29	20, 24, 26	9, 15, 27, 36
8.5.2 Explain how collaboration and communication support advocacy.	7, 11, 15, 29	20, 24, 26	9, 15, 27, 36
8.5.3 Identify advocacy skills and strategies to support health and well-being.	7, 11, 15, 29	20, 24, 26	9, 15, 27, 36
8.5.4 Demonstrate how to advocate for health and well-being.	7, 11, 15, 29	20, 24, 26	9, 15, 27, 36