

***HealthSmart* Alignment with  
Colorado Academic Standards  
for Comprehensive Health**

**Grades K–5**

**Note:** Main grade level alignment is noted first. Some topics may be covered at previous or subsequent grade levels.

Grade K	HealthSmart (Grade – Lesson)
<b>Standard 2: Physical and Personal Wellness</b>	
1. Identify the major food groups and the benefits of eating a variety of foods.	
a. Recognize major food groups.	<b>K – 21, 22</b> (Healthy foods in general, specific food groups not covered until Gr. 4)
b. Identify foods and beverages that are healthy choices.	<b>K – 22</b>
c. Explain how food is fuel and that different activities need different fuel.	<b>K – 21</b> [Basic concept is covered, add concept of “fuel” if needed.]
d. Explain the health benefits of choosing healthy foods and beverages.	<b>K – 22</b>
2. Explain how personal hygiene and cleanliness affect wellness.	
a. Describe how proper handwashing is important to being healthy.	<b>K – 6</b>
b. Explain why bathing and hygiene are important for good health.	<b>K – 6</b> [focus is on handwashing, can extend to bathing]
c. Explain positive outcomes from brushing and flossing teeth daily.	<b>K – 5</b>
d. Demonstrate steps for proper handwashing, brushing and flossing of teeth.	<b>K – 5</b> (teeth), <b>K – 6</b> (handwashing)
e. Explain why sleep and rest are important for proper growth and development.	<b>1 – 8</b>
<b>Standard 3: Social and Emotional Wellness</b>	
1. Recognize the relationship between emotions and actions.	
a. Demonstrate ways to show respect, consideration and care for others, such as saying please, thank you and I’m sorry.	Not covered explicitly
b. Identify a variety of emotions.	<b>K – 2</b>
c. Recognize that feelings influence actions.	<b>K – 2</b>
d. Identify and demonstrate appropriate ways to express emotions and cope with strong feelings.	<b>K – 2</b>
2. Demonstrate how to effectively communicate and cooperate with others.	
a. Demonstrate effective listening skills.	<b>K – 1</b>
b. Demonstrate effective verbal and nonverbal communication skills.	<b>K – 1</b> (with peers), <b>3</b> (with adults)
c. Demonstrate sharing with peers.	<b>K – 1</b>
d. Demonstrate strategies to cooperate with others.	<b>K – 1</b>

Grade K ( <i>continued</i> )	HealthSmart (Grade – Lesson)
<b>Standard 4: Prevention and Risk Management</b>	
1. Explain the importance of respecting the personal space and boundaries of self and others.	
a. Identify “appropriate” and “inappropriate” touches.	1 – 20
b. Identify characteristics of a trusted adult.	K – 3
c. Demonstrate how to tell a parent of trusted adult if inappropriate touching occurs to self or others.	1 – 20
d. Explain the importance of personal space in the classroom and around others.	1 – 20
2. Explain safe behavior as a pedestrian and with motor vehicles.	
a. Explain safe behavior when getting on and off and while riding on school buses.	1 – 13
b. Explain the importance of riding in the back seat and using safety belts and vehicle booster seats when one is a passenger in a motor vehicle.	K – 15
c. Recognize and describe the meaning of traffic signs.	K – 14
d. Describe how rules at school can help to prevent injuries.	1 – 14
e. Demonstrate safe pedestrian behaviors.	K – 12, 13, 14
3. Demonstrate effective communication skills in unsafe situations.	
a. Demonstrate verbal and nonverbal ways to ask a parent of trusted adult for help about an unsafe situation.	K – 9 [demonstrated], 10 [home practice]
b. Describe how to call 911 or other emergency numbers for help.	K – 19
c. Define and explain the dangerous use of weapons and how to tell a trusted adult if you see or hear about someone having a weapon.	K – 17
d. Identify unsafe or risky situations around the home, school and community.	K – 16 (poisons), 17 (firearms), 18 (emergencies)

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Grade 1	<i>HealthSmart</i> (Grade – Lesson)
<b>Standard 2: Physical and Personal Wellness</b>	
1. Identify a variety of foods from the different food groups that are vital to promote good health.	
a. Categorize foods into the major food groups.	Specific food groups covered in Gr. 4.
b. Identify a variety of foods in each of the food groups that are healthy choices.	<b>1 – 21</b> (breakfast foods) <b>2 – 18</b> (snacks)
c. Identify foods and beverages that are high in added sugar, and generate examples of healthy alternatives.	<b>1 – 21</b> [breakfast foods]
2. Demonstrate health-enhancing behaviors to prevent injury or illness.	
a. Describe ways to prevent harmful effects of overexposure to the sun and loud noise.	<b>1 – 7</b>
b. Describe the symptoms that occur with a cold and/or flu.	<b>2 – 5</b> <b>K – 7</b> (body signals when sick)
c. Demonstrate ways to prevent the spread of germs that cause common, infectious diseases.	<b>1 – 5</b> (handwashing) <b>2 – 5</b>
d. Describe steps to treat a wound, insect bite or sting to reduce chances of infection.	<b>K – 8</b> (responding to injuries)
<b>Standard 3: Social and Emotional Wellness</b>	
1. Demonstrate how to express emotions in healthy ways.	
a. Explain possible causes for a variety of emotions.	<b>1 – 4</b>
b. Identify appropriate ways to express emotions and cope with strong feelings.	<b>1 – 4</b>
c. Demonstrate effective listening skills and verbal/nonverbal communication skills.	<b>1 – 3</b> (supporting a friend to be healthy)
d. Describe and practice situations that require polite and empathetic responses such as please, thank you, and I'm sorry.	Not covered
e. Demonstrate strategies to resolve conflicts, such as sharing, collaboration, and appropriately advocating for personal needs.	<b>1 – 18</b> (preventing bullying) Conflict resolution is covered in Grade 4
2. Identify parents, guardians, and other trusted adults as resources for information about health.	
a. Identify trusted adults at home and at school.	<b>1 – 1, 9</b>
b. Identify trusted adults who promote health such as health care providers.	Could add to <b>K – 9</b> or <b>2 – 7</b>
c. Demonstrate the ability to talk about feelings with parents and other trusted adults.	<b>1 – 4</b>
d. Demonstrate the ability to ask for help from a parent and/or trusted adults.	<b>1 – 4, 9, 17, 18, 20</b>

Grade 1 ( <i>continued</i> )	<b>HealthSmart</b> (Grade – Lesson)
<b>Standard 4: Prevention and Risk Management</b>	
1. Explain why bullying is harmful and how to respond appropriately.	
a. Understand why it is wrong to tease others.	<b>1 – 18</b>
b. Identify why making fun of others is harmful to self and others.	<b>1 – 18</b>
c. Explain what to do if you or someone else is being bullied.	<b>1 – 18</b>
d. Describe the difference between bullying and having a strong disagreement between people.	Can add to 1 – 18
e. Describe the difference between telling and tattling.	Covered in 3 – 14
f. Describe how you would advocate for yourself and others in a bullying situation.	<b>1 – 18</b>
2. Demonstrate strategies to avoid hazards in the home and community.	
a. Identify safety hazards such as poison, fire, guns, water, playground equipment, and household products in the home and community.	<b>K – 16</b> (household produces), <b>17</b> (guns) <b>1 – 14</b> (playground safety) <b>2 – 11</b> (water safety)
b. Identify household products or drugs that may be harmful if ingested or inhaled (including marijuana edibles).	<b>K – 7</b> (medicine), <b>16</b> (household products) Will need to add marijuana edibles.
c. Explain why using medicines without adult permission can be harmful.	<b>K – 7</b> <b>2 – 6</b>
d. Describe how to safely ride a bike, skateboard, and scooter as well use inline skates.	<b>2 – 12</b>
e. Demonstrate strategies to avoid fires and burns (Stop, drop, and roll).	<b>1 – 15, 16</b>
f. Demonstrate how to call 911 or other emergency numbers for help in dangerous situations.	<b>1 – 17</b> Also K – 19
g. Identify safety rules and strategies to avoid hazards in the home and community, such as, fire, severe weather, power lines, and pool use.	<b>1 – 7</b> (weather), <b>15 &amp; 16</b> (fire) <b>2 – 11</b> (water/pools)
h. Identify safety rules around modern technology, including the internet.	Not covered

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Grade 2	HealthSmart (Grade – Lesson)
<b>Standard 2: Physical and Personal Wellness</b>	
1. Identify eating and drinking behaviors that contribute to maintaining good health.	
a. Explain the importance of choosing healthy foods and beverages.	2 – 17, 18, 19 3 – 17, 22
b. Identify the benefits of drinking plenty of water.	2 – 16 1 – 22, 23; 3 – 18
c. Describe the benefits of eating breakfast every day.	2 – 16 1 – 21, 23
d. Identify a variety of healthy snacks.	2 – 18, 19
e. Understand that the body exhibits signals that tell people when they are hungry and when they are full.	3 – 17
f. Identify the recommended serving size and sugar content found on a nutritional label.	3 – 17 & 18 (eat less sugar) Nutrition labels covered in Gr. 5 & MS-NPA
2. Recognize basic childhood chronic diseases.	
a. Identify problems associated with common childhood chronic diseases or conditions, including but not limited to asthma, allergies, type-1 diabetes, and epilepsy.	5 – 5
b. Communicate concern to a parent or trusted adult when a person is having an allergic reaction or difficulty breathing.	Not covered specifically. Asking for help for other situations addressed in 2 – 15, 3 – 15, 4 – 6
c. Identify the purpose of vaccinations.	Not covered
<b>Standard 3: Social and Emotional Wellness</b>	
1. Utilize knowledge and skills to develop a positive self-concept.	
a. Identify the characteristics of someone who has personal qualities that are important to you.	3 – 1
b. Identify the personal traits that best represent who you are and why they are important.	2 – 2 3 – 5
c. Describe the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.	3 – 2
d. Express intentions to treat self with care and respect.	3 – 5

Grade 2 (continued)	HealthSmart (Grade – Lesson)
<b>Standard 3: Social and Emotional Wellness (continued)</b>	
2. Utilize knowledge and skills to develop an awareness of others and maintain healthy relationships.	
a. Summarize the importance of respecting the personal space and boundaries of others.	3 – 4
b. Discuss the importance of thinking about the effects of one’s actions on other people.	2 – 3 3 – 3, 4
c. Describe how you will use pro-social behaviors such as cooperation, being sensitive to the feelings of others, helping others, and being respectful of others.	3 – 3, 4 2 – 1
d. Describe the benefits of a friendship.	3 – 4
e. Describe how to make and maintain friendships.	3 – 4
<b>Standard 4: Prevention and Risk Management</b>	
1. Identify the dangers of using tobacco and marijuana products and exposure to secondhand smoke.	
a. Describe the dangers of using tobacco or non-prescribed marijuana.	2 – 23, 24 (tobacco only)
b. State reasons why and identify strategies to avoid secondhand smoke from tobacco and marijuana.	2 – 24, 25 24 (tobacco only)
c. Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer.	3 – 29
2. Identify safe and proper use of household products.	
a. Access information regarding safe and proper household products (e.g., using trusted adults, warning symbols on labels).	K – 16
b. Explain that taking medications incorrectly can be harmful, including vitamins.	2 – 6 (add vitamins to discussion)
c. Articulate the proper and safe use of products and substances found in the home that can be harmful if used inappropriately.	K – 16 (avoiding poisons only)
d. Identify the dangers of edible marijuana or tobacco products.	2 – 23, 24 (tobacco only)
3. Demonstrate how to respond appropriately to various types of bullying.	
a. Identify examples of physical bullying.	2 – 14
b. Identify examples of social bullying (e.g., rumors, gossiping, excluding others).	2 – 14
c. Describe the difference between verbal and nonverbal bullying (e.g., dirty looks, sticking out the tongue).	2 – 14
d. Identify why making fun of others is harmful to self and others.	2 – 14
e. Explain how to advocate for yourself and someone else who is being bullied	2 – 15

Grade 2 <i>(continued)</i>	<b>HealthSmart</b> <b>(Grade – Lesson)</b>
<b>Standard 4: Prevention and Risk Management</b> <i>(continued)</i>	
4. Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation.	
a. Demonstrate how to make a decision to call 911 or other emergency numbers for help.	<b>1 – 17</b>
b. Demonstrate effective refusal skills to avoid unsafe situations.	<b>4 – 13</b> (dares)
c. Describe the use of safety equipment for specific activities and sports such as biking.	<b>2 – 12, 13</b>
d. Identify ways to reduce or prevent the risk of injuries around water.	<b>2 – 11</b>
e. Develop an awareness of how modern technology can create a distraction that leads to unsafe situations (e.g., looking down in a crowd, unaware of traffic, awareness of others).	Can be added to <b>2 – 9, 10</b>



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Grade 3	<i>HealthSmart</i> (Grade – Lesson)
<b>Standard 2: Physical and Personal Wellness</b>	
1. Demonstrate the ability to make and communicate appropriate food choices.	
a. Describe a variety of nutritious breakfast foods.	3 – 19
b. Plan a meal based on the food groups.	3 – 17, 22 4 – 16
c. Explain the concepts of eating in moderation.	4 – 17
d. Demonstrate refusal skills in dealing with unhealthy eating situations.	Not covered
e. Identify how family, peers, and media influence healthy eating.	3 – 21
<b>Standard 3: Social and Emotional Wellness</b>	
1. Utilize knowledge and skills to treat self and others with care and respect.	
a. Identify the characteristics of someone who has self-respect and positive self-esteem.	3 – 1, 5
b. Acknowledge the value of personal and others' talents and strengths.	3 – 5
c. Summarize the importance of respecting the personal space and boundaries of others.	3 – 4
d. Discuss the importance of treating others the way you would like to be treated.	3 – 4, 5
e. Give examples of skills that develop and maintain healthy relationships as well as strong friendships.	3 – 3, 4
2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others.	
a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way.	3 – 2
b. Describe positive ways to show care, consideration, and concern for others.	3 – 3, 4, 5
c. Identify how to show respect for individual differences.	3 – 5
d. Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively.	Could be added to roleplays in 3 – 4
e. Identify potential conflicts that arise within relationships and strategies to resolve those conflicts.	4 – 14, 15

<b>Grade 3 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Standard 4: Prevention and Risk Management</b>	
1. Examine the dangers of using tobacco and marijuana products and exposure to secondhand smoke.	
a. Identify the short- and long-term physical effects of using tobacco, marijuana, and exposure to secondhand smoke.	3 – 25 (tobacco/alcohol only)
b. Describe the dangers of prolonged exposure to secondhand smoke and demonstrate strategies to avoid exposure.	3 – 25
c. Understand that marijuana, illegal drugs, prescription drugs, alcohol, and tobacco can be addicting, but can be treated.	2 – 24 4 – 20
d. Describe the benefits of abstaining from or discontinuing tobacco and non-prescribed marijuana use.	3 – 25 4 – 20
e. Demonstrate the ability to assertively refuse an unwanted item.	3 – 29
2. Describe pro-social behaviors and skills that enhance healthy interactions with others.	
a. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration and being kind.	3 – 3
b. Set a goal and a plan to be helpful and supportive to another person at school or at home.	Can be included in 3 – 3, 4 or 5
c. Describe how responding to anger can be positive and/or negative.	3 – 2 4 – 4, 5
d. Demonstrate strategies for self-control that can manage anger and other strong feelings in positive ways.	4 – 5
3. Identify ways to prevent injuries at home, in school, and in the community.	
a. Define how injuries can occur at home, in school and in the community.	3 – 9, 10, 11 4 – 11
b. Create a personal safety plan and explain how it will be used at home, in school, and in the community (e.g., bike safety, pedestrian safety, emergency situations).	3 – 12 4 – 12
c. Identify safety rules around modern technology, including the internet.	Can be included in 3 – 10 or 4 – 12

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Grade 4	HealthSmart (Grade – Lesson)
<b>Standard 2: Physical and Personal Wellness</b>	
1. Demonstrate the ability to set a goal in order to enhance personal nutrition.	
a. Set a goal to improve food choices based on appropriate nutritional content, value, and calories.	4 – 19
b. Explain the importance of eating a variety of foods from all the food groups.	4 – 17
c. Identify healthy foods (including snacks) in appropriate portion sizes based on your personal lifestyle.	4 – 16, 17
2. Describe the connection between food intake and physical health.	
a. Explain that both eating habits and level of physical activity affect a person’s overall well-being and ability to learn.	4 – 17, 18 19
b. Explain body signals that tell people when they are hungry and when they are full.	3 – 17
3. Explain how the dimensions of wellness are interrelated and impact personal health.	
a. Explain the physical, social, and emotional dimensions of personal health and wellness and how they interact.	5 – 1
b. Define wellness.	5 – 1 (add specific term to discussion)
c. Assess how modern technology can impact your social, emotional, and physical health and wellness.	Can be covered in 4 – 2 (stress), 5 – 1 and/or 5 – 2 and 5 – 3
<b>Standard 3: Social and Emotional Wellness</b>	
1. Identify positive behaviors that support healthy relationships.	
a. Discuss factors that support healthy relationships with friends and family.	3 – 3, 4 5 – 2
b. Discuss how culture and tradition influence personal and family structures.	Can be included in 3 – 3 or 5 – 2
c. Describe different kinds of families, and discuss how families can provide emotional support, set boundaries, and limits.	3 – 3 Can be included in 5 – 2
d. Identify the positive ways that peers and family members show support, care, and appreciation for one another.	3 – 3, 4, 5
e. Identify problem solving strategies to support healthy relationships.	5 – 2, 3
f. Describe the importance of having and identifying a parent or trusted adult as a support.	4 – 6
2. Comprehend concepts related to stress and stress management.	
a. Identify personal stressors at home, with friends, in school, and in the community.	4 – 2
b. List physical and emotional reactions to stressful situations.	4 – 1
c. Identify positive and negative ways of dealing with stress.	4 – 3
d. Identify when you should seek help from a trusted adult in dealing with stress.	4 – 3

<b>Grade 4 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Standard 4: Prevention and Risk Management</b>	
1. Identify positive and negative uses for medicines.	
a. Describe the purpose of prescribed and over-the-counter medicines and how they can be used or misused in the treatment of common medical problems.	<b>3 – 8</b>
b. Demonstrate the ability to read, understand, and follow labels such as those on common household medicines.	Covered in Middle School
c. Summarize the risks associated with the inappropriate use of over-the-counter medicines, prescriptions, and vitamins.	<b>3 – 8</b>
d. Describe the steps to take if over-the-counter or prescription drugs are used incorrectly.	Can be included in <b>3 – 8</b>
2. Demonstrate the ability to use interpersonal communication skills to refuse or avoid using drugs (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).	
a. Demonstrate effective verbal and nonverbal ways to refuse pressures to use marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.	<b>4 – 22, 23</b>
b. Describe strategies on how to avoid the use of marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.	<b>4 – 21</b>
c. Examine the factors that influence a person’s decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	<b>4 – 21</b>
3. Demonstrate skills necessary to prevent a conflict from escalating to violence.	
a. Demonstrate simple conflict resolution techniques to diffuse a potentially violent situation.	<b>4 – 15</b>
b. Describe situations that lead to violence, the consequences of violent behavior, and the importance of resolving conflict through effective communication skills.	<b>4 – 14</b>
c. Explain a more positive alternative than using violence to resolve a conflict.	<b>4 – 14</b>
d. Explain the potential dangers of having weapons at home, in school, and in the community.	Is included and can be emphasized in <b>4 – 11</b>

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Grade 5	<i>HealthSmart</i> (Grade – Lesson)
<b>Standard 2: Physical and Personal Wellness</b>	
1. Demonstrate the ability to make good decisions about healthy eating behaviors.	
a. Access valid information pertaining to fat, salt and sugar content in order to maintain good health and improve food choices.	5 – 18
b. Analyze the food and beverage choices of self or others to inform healthy behaviors.	5 – 17, 22
c. Use current federal nutrition standards and guidelines to plan healthy meals and snacks.	5 – 17, 22
d. Demonstrate how to politely advocate for foods that are more nutritious.	5 – 19 (can add demonstration)
2. Explain the structure, function and major parts of the human reproductive system.	
a. Summarize the anatomy of the reproductive system, including functions of the male and female reproductive systems.	5 – 34, 35
b. Describe the purpose of the menstrual cycle and its relationship to fertilization.	5 – 35
c. Explain that after fertilization, cells divide to create an embryo and then a fetus that grows and develops inside the uterus during pregnancy.	Covered in more detail in <b>MS, ABST – Lesson 8</b>
3. Describe the physical, social, and emotional changes that occur at puberty.	
a. Discuss why puberty begins and ends at different ages for different people, and that variance is considered normal.	5 – 33
b. Identify how personal hygiene practices can impact health and safety during puberty.	5 - 33
c. Determine factors that influence the purchase of health care products and the use of personal hygiene practices.	Not covered
d. Discuss how changes during puberty affect thoughts, emotions, growth patterns, and behaviors.	5 – 32, 33
4. Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness.	
a. Access valid and reliable sources of information including parents or trusted adults to answer questions about personal health.	5 – 4
b. Demonstrate effective communication strategies to talk to someone such as a parent, trusted adult, or health care provider.	4 – 27 Can also add demonstration practice to 5 – 4 or 5 – 38.

<b>Grade 5 (continued)</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Standard 2: Physical and Personal Wellness (continued)</b>	
5. Comprehend concepts and identify strategies to prevent the transmission of disease.	
a. Differentiate between communicable and non-communicable diseases.	5 – 5
b. Describe how the body fights germs and diseases naturally, with medicines, and through immunization.	5 – 5
c. Describe ways to prevent the spread of germs that cause infectious diseases through food, water, air, blood, touch, and animals.	5 – 5
d. Describe the effects of HIV infection on the body.	<b>MS-HIV – Lesson 7</b> [HIV is not covered until Middle School]
e. Explain how HIV is and is not contracted.	<b>MS-HIV – Lesson 7</b>
f. Explain that it is safe to be a friend of someone who has a disease or conditions that cannot be easily transmitted.	<b>MS-HIV – Lesson 7</b>
<b>Standard 3: Social and Emotional Wellness</b>	
1. Analyze internal and external factors that influence mental and emotional health.	
a. Describe how feelings and emotions are portrayed in the media.	5 – 14
b. Identify how society, media, and the use of modern technology can influence mental and emotional health.	5 – 7, 14 (around bullying/violence) Can also be added to 5 – 1 or 2
c. Explain how families and peers can influence mental and emotional health	5 – 2, 7, 10, 11
d. Identify ways to counteract negative influences that impact mental and emotional health.	5 – 12, 14
e. Identify when it is appropriate to seek help/support during times of strong emotions/feelings.	5 – 12 4 – 4
<b>Standard 4: Prevention and Risk Management</b>	
1. Demonstrate the ability to make good decisions about drug use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	
a. Identify sources of accurate information about the effects of alcohol, tobacco, and marijuana.	Not covered
b. Analyze the dangers of use or experimentation with marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	5 – 24, 25 (alcohol only) <b>MS-TAOD – 2, 3, 4, 5, 6, 7, 8</b>
c. Demonstrate a decision-making process to make good decisions about the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	5 – 29 (alcohol only)
d. Describe the proper use of over-the-counter and prescription drugs.	<b>MS-TAOD – 5, 7</b>

Grade 5 (continued)	HealthSmart (Grade – Lesson)
<b>Standard 4: Prevention and Risk Management (continued)</b>	
2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying.	
a. Identify factors that influence both violent and nonviolent behaviors.	5 – 7, 10, 14
b. Explain the impact and the short- and long-term consequences of bullying, physical fighting, and violence.	5 – 8, 11
c. Demonstrate pro-social communication skills and strategies to diffuse conflict and avoid violence.	5 – 9, 12, 13, 15 4 – 14, 15 (conflict resolution)
d. Describe how to use social media to promote positive relationships.	Could include in 5 – 3 or 15 MS-EMH – 13
e. Identify resources, including safe people, parents, or adults, who can help prevent or intervene in unsafe situations in the school and community.	5 – 9, 12, 13
3. Demonstrate basic first aid and safety procedures.	
a. Identify ways to reduce the risk of injuries from animal bites and insect stings.	Can be included in 4 - 11
b. Explain what to do, such as calling 911 or a poison control center, if someone is injured or is poisoned by products such as household cleaners or other substances.	Can be included in 4 - 11
c. Describe first aid procedures for a variety of situations, including insect stings, bites, poisoning, and choking.	HealthSmart does not cover first aid.
d. Develop and apply a decision-making process for avoiding situations that could lead to injury.	4 – 12 (risks), 14 (related to conflict) 5 – 12 (related to fights)