

***HealthSmart* Alignment with  
Arkansas  
Health and Safety Standards  
Grades K–5**

**HEALTH** *Smart*

<p style="text-align: center;"><b>Grades K–2</b></p>	<p style="text-align: center;"><i><b>HealthSmart</b></i> <b>(Grade – Lesson)</b></p>
<p><b>Human Growth and Development</b></p>	
<p><b>Students will demonstrate the ability to apply their understanding of human growth and development, including awareness of their own and others’, related to body systems.</b></p>	
<p>Level A: I can name different parts of the body and describe physical characteristics that make us unique.</p>	<p>K – 1, 4</p>
<p>Level B: I can distinguish different body parts, including main organs of the body, and tell what those parts do.</p>	<p><i>HealthSmart does not cover body systems, focus is on behaviors</i></p>
<p><b>Healthy Skills and Relationships</b></p>	
<p><b>Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.</b></p>	
<p>Level A: I can demonstrate a respect of personal space for myself and others.</p>	<p>1 – 3 2 – 14</p>
<p>Level A: I can recognize different emotions and respond to others as needed.</p>	<p>K – 2 1 – 4 2 – 3</p>
<p>Level B: I can demonstrate respect for peers and adults through appropriate communication.</p>	<p>K – 1, 2, 3, 9, 10, 11 1 – 3, 4, 18, 29 2 – 2, 3, 4, 14, 15</p>
<p>Level B: I can identify different emotions and illustrate how to interact with others in different settings.</p>	<p>K – 2 1 – 4 2 – 3</p>
<p><b>Nutrition</b></p>	
<p><b>Students will apply concepts of how food choices impact the overall health of self and others, and investigate how different types of eating disorders damage body systems.</b></p>	
<p>Level A: I can identify and choose healthy snacks.</p>	<p>K – 22 2 – 18</p>
<p>Level B: I can identify the food groups and discuss the importance of choosing foods from each group.</p>	<p>K – 22 1 – 21 2 – 17, 18 <i>[healthy foods in general, formal food groups introduced in Grade 4]</i></p>
<p><b>Alcohol, Tobacco, and Other Drugs</b></p>	
<p><b>Students will investigate healthy and unhealthy behaviors related to alcohol, tobacco, and other drugs, while understanding the physical, psychological, and legal consequences for self and others.</b></p>	
<p>Level A: I can discuss appropriate use of medications, including taking medicine from reliable adults and following directions.</p>	<p>K – 7 2 – 6</p>
<p>Level B: I can identify the effects of alcohol and tobacco use that make them harmful to self and others. <i>[Tobacco covered in Grades K–2; tobacco/alcohol in Grades 3–5]</i></p>	<p>K – 26, 27, 29 1 – 26, 27 2 – 23, 24</p>

<b>Grades K–2</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Grade – Lesson)</b>
<b>Personal Health and Safety</b>	
<b>Students will promote physical, social, and emotional health for self and others.</b>	
Level A: I can identify the role of germs in causing disease and demonstrate ways to prevent spreading them.	K – 6 1 – 5 2 – 5
Level A: I can identify safety hazards and demonstrate ways to prevent harm to self and others.	K – 12, 13, 14, 15, 16, 17 1 – 10, 11, 12, 13, 14, 15, 16 2 – 9, 10, 11, 12, 13
Level A: I can identify various emotions and how they impact me.	K – 2 1 – 4 2 – 3, 4
Level B: I can discuss the relationship between personal hygiene, wellness, and disease prevention.	K – 5, 6 1 – 5, 6 2 – 5, 7, 8
Level B: I can demonstrate safety procedures for emergencies at home or at school.	K – 19 1 – 16, 17
Level B: I can recognize the relationship between my emotions and the emotions of others.	K – 2 1 – 4 2 – 3, 4

<b>Grades 3–5</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Human Growth and Development</b>	
<b>Students will demonstrate the ability to apply their understanding of human growth and development, including awareness of their own and others’, related to body systems.</b>	
Level C: I can classify the major functions of the body systems, identify which body parts are in each system, and how to keep my body systems healthy.	<i>HealthSmart does not cover body systems, focus is on behaviors</i>
Level D: I can distinguish how the body systems mature and how heredity impacts growth and development.	5 – 34, 35 [reproductive systems]
<b>Healthy Skills and Relationships</b>	
<b>Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.</b>	
Level C: I can demonstrate appropriate verbal and nonverbal communication skills.	3 – 4, 15, 16, 29 4 – 6, 13, 14, 15, 22, 13, 17 5 – 3, 28, 31
Level C: I can compare behaviors that demonstrate respect as well as disrespect of self and others.	3 – 3, 4, 5, 14, 15 4 – 13, 14, 15, 26 5 – 3, 7, 8, 9, 10, 11, 12, 36
Level D: I can predict consequences of healthy and unhealthy behaviors, including their impact on self and others.	3 – 3, 4, 6, 8, 9, 10, 13, 17, 18, 19, 20, 22, 23, 24, 25, 26 4 – 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 17, 18, 19, 20, 24, 28 5 – 5, 6, 8, 11, 16, 18, 19, 20, 21, 22, 24, 25, 29, 37
Level D: I can effectively communicate my thoughts and opinions to my peers in a healthy manner.	3 – 4, 7, 10, 11, 15, 29 4 – 13, 14, 15, 20, 24, 25, 26 5 – 3, 9, 15, 27, 36
<b>Nutrition</b>	
<b>Students will apply concepts of how food choices impact the overall health of self and others, and investigate how different types of eating disorders damage body systems.</b>	
Level C: I can make healthy food choices based on nutritional information.	3 – 17, 18, 19, 20, 22 4 – 16, 17, 19 5 – 16, 17, 18, 19, 22
Level D: I can discuss healthy and unhealthy food intake patterns and the consequences of both.	3 – 17, 18, 19, 20, 22 4 – 16, 17, 19 5 – 16, 17, 18, 19, 22

<b>Grades 3–5</b>	<b>HealthSmart (Grade – Lesson)</b>
<b>Alcohol, Tobacco, and Other Drugs</b>	
<b>Students will investigate healthy and unhealthy behaviors related to alcohol, tobacco, and other drugs, while understanding the physical, psychological, and legal consequences for self and others.</b>	
Level C: I can discuss avoidance strategies for alcohol, tobacco, and other drug use.	3 – 25, 26, 27, 28, 29 4 – 20, 22, 23, 24 5 – 24, 25, 26, 27, 28, 29
Level D: I can discuss physical and psychological damage resulting from long-term use of alcohol, tobacco, and other drugs.	3 – 25 4 – 20, 24 5 – 24, 29
<b>Personal Health and Safety</b>	
<b>Students will promote physical, social, and emotional health for self and others.</b>	
Level C: I can develop strategies for lifetime behavior and activity that promote health and wellness.	3 – 1, 2, 3, 4, 5, 6, 8, 17, 18, 19, 20, 22, 23, 24, 26, 27, 28, 29 4 – 3, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 27, 28 5 – 1, 2, 3, 4, 5, 6, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 28, 29, 30, 32, 33, 36, 37, 38
Level C: I can identify people and resources that promote health and safety.	3 – 1, 3, 15, 16 4 – 6, 9, 14, 20, 27 5 – 4, 5, 13, 22, 23, 31, 38
Level D: I can identify behaviors associated with physical, mental, and verbal abuse and resources that aid in avoiding them.	3 – 14, 15, 16 5 – 7, 8, 9, 10, 11, 12, 14, 15
Level D: I can recognize potentially abusive situations as a threat to personal safety.	3 – 14, 16 5 – 7, 8, 10, 11