

## HealthSmart Alignment with Florida's Academic State Standards, Health Education



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# GRADES K-5

# Grade K

HEALTH STANDARDS	GRADE K
<b>Personal Health Concepts Strand</b>	
<b>Core Concepts</b>	
HE.K.PHC.1.1 Identify healthy behaviors that affect personal health.	<b>2</b> [expressing emotions], <b>5</b> [tooth care], <b>6</b> [handwashing], <b>9</b> [getting help when ill], <b>21</b> [healthy eating], <b>22</b> [food choices], <b>23</b> [drinking water], <b>24</b> [physical activity], <b>26</b> , <b>27</b> [avoiding tobacco use], <b>29</b> [avoiding smoke]
HE.K.PHC.1.2 Understand how you can prevent childhood injuries in the home, school, and community settings.	<b>12, 13, 14</b> [street safety], <b>15</b> [passenger safety], <b>16</b> [poisons], <b>17</b> [firearms], <b>18, 19</b> [emergencies], <b>20</b> [safe decisions]
HE.K.PHC.1.3 Recognize there are body parts inside and outside of the body.	<b>4</b> [limbs, heart, lungs]
HE.K.PHC.1.4 Recognize ways you can prevent common communicable diseases.	<b>6</b> [handwashing], <b>9</b> [help from adults when ill]
<b>Internal and External Influences</b>	
HE.K.PHC.2.1 Identify members of the school and community who support personal health practices and behaviors.	<b>3, 7, 8, 9, 10, 11, 18, 22</b>
HE.K.PHC.2.2 Name healthy behaviors that family members should practice.	<b>3</b> [emotional support], <b>11</b> [avoiding bullying], <b>14</b> [pedestrian safety], <b>22</b> [eating healthy foods], <b>23</b> [drinking water], <b>25</b> [physical activity], <b>26</b> [avoiding smoke], <b>27</b> [secondhand smoke]
HE.K.PHC.2.3 Identify safe and unsafe examples of internet use.	Not covered
<b>Prevention and Decision Making</b>	
HE.K.PHC.3.1 Name situations when a health-related decision can be made individually or when assistance is needed.	<b>20</b> [decisions about safety], <b>28</b> [avoiding secondhand smoke]
HE.K.PHC.3.2 Recognize healthy options to personal health-related issues or problems.	<b>20</b> [decisions about safety]
HE.K.PHC.3.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.	<b>12</b> [traffic], <b>13, 14</b> [pedestrian safety], <b>15</b> [passenger safety], <b>16</b> [avoiding poisons], <b>17</b> [firearm safety], <b>20</b> [safe decisions]
HE.K.PHC.3.4 Define a personal health goal and how it relates to overall health.	<b>5</b> [brushing teeth], <b>6</b> [washing hands], <b>23</b> [drinking water], <b>25</b> [physical activity]
<b>Advocacy</b>	
HE.K.PHC.4.1 Identify the appropriate responses to unwanted, unsafe, and threatening situations.	<b>9, 10, 11, 16, 17, 18, 19, 20, 29</b>
<b>Community and Environmental Health Concepts Strand</b>	
<b>Core Concepts</b>	
HE.K.CEH.1.1 Recognize ways the community encourages a healthy environment.	Not covered
HE.K.CEH.1.2 Recognize ways in the community to prevent common communicable diseases.	Can extend discussion of personal actions to wider community in lessons identified for HE.K.PHC.1.4

# Grade K

HEALTH STANDARDS	GRADE K
<b>Community and Environmental Health Concepts Strand (continued)</b>	
<b>Internal and External Influence</b>	
HE.K.CEH.2.1 Explain the importance of rules to maintain health.	<b>7</b> [medicine use], <b>12, 13, 14</b> [pedestrian safety], <b>15</b> [passenger safety], <b>16</b> [poisons], <b>17</b> [firearms]
<b>Prevention and Decision Making</b>	
HE.K.CEH.3.1 Recognize ways the community can prevent childhood injuries in the school and community settings.	Can extend discussion of personal actions to wider community in lessons identified for <b>HE.K.PHC.1.2</b>
<b>Advocacy</b>	
HE.K.CEH.4.1 Encourage others to make positive health choices.	<b>11</b> [preventing bullying], <b>23</b> [physical activity], <b>28, 30</b> [be tobacco free]
<b>Consumer Health Concepts Strand</b>	
<b>Core Concepts</b>	
HE.K.CH.1.1 Recognize warning labels and signs on hazardous products and places.	<b>16</b>
<b>Prevention and Decision Making</b>	
HE.K.CH.3.1 Define healthy and unhealthy choices.	<b>2</b> [expressing emotions], <b>20</b> [choices about safety], <b>29</b> [avoiding smoke]
<b>Advocacy</b>	
HE.K.CH.4.1 Define ways to ask for support from a trusted adult or professional.	<b>3, 7, 8, 9, 10, 11, 18</b>
<b>Resiliency Education Strand</b>	
<b>Character</b>	
HE.K.R.1.1 Define and give examples of kindness and caring.	<b>1</b>
HE.K.R.1.2 Demonstrate the ability to take turns and share with others.	Can be demonstrated in class discussion and group work throughout the lessons
HE.K.R.1.3 Describe ways to show respect to others.	<b>1</b>
HE.K.R.1.4 Identify the difference between the truth and a lie.	Not covered
<b>Personal Responsibility</b>	
HE.K.R.2.1 Identify healthy choices that affect personal wellness.	<b>2</b> [expressing emotions], <b>5</b> [tooth care], <b>6</b> [handwashing], <b>9</b> [getting help when ill], <b>21</b> [healthy eating], <b>22</b> [food choices], <b>23</b> [drinking water], <b>24</b> [physical activity], <b>26, 27</b> [avoiding tobacco use], <b>29</b> [avoiding smoke]
HE.K.R.2.2 Demonstrate the ability to follow rules and directions.	Can be demonstrated in group work and work on activity sheets throughout the lessons
HE.K.R.2.3 Discuss the value of goal setting.	<b>23, 25</b>
HE.K.R.2.4 Identify and recognize basic feelings.	<b>2</b>
HE.K.R.2.5 Identify personal strengths and actions individuals can do independently.	<b>1, 20, 29</b>

# Grade K

HEALTH STANDARDS		GRADE K
<b>Resiliency Education Strand</b> (continued)		
<b>Mentorship and Citizenship</b>		
HE.K.R.3.1	Identify the roles and responsibilities of trusted adults.	<b>3, 7, 8, 9, 10, 11</b>
HE.K.R.3.2	Identify characteristics of a good citizen in school and the community.	Not covered
<b>Critical Thinking and Problem Solving</b>		
HE.K.R.4.1	Identify when help is needed and who to ask for help.	<b>3, 7, 8, 9, 10, 11, 18, 20</b>
HE.K.R.4.2	Identify the importance of sharing thoughts and ideas to solve problems.	Can be included in <b>Grade K – 1, 11, 29</b>
HE.K.R.4.3	Discuss ways to work together to solve problems.	Can be included in <b>Grade K – 1, 11, 29</b>

HEALTH STANDARDS	GRADE 1
<b>Personal Health Concepts Strand</b>	
<b>Core Concepts</b>	
HE.1.PHC.1.1 Recognize how healthy behaviors affect personal health.	<b>1</b> [belonging], <b>2</b> [family relationships], <b>3</b> [friendships], <b>4</b> [expressing emotions], <b>5</b> [handwashing], <b>6</b> [tooth care], <b>7</b> [weather & sun safety], <b>8</b> [sleep], <b>18</b> [preventing bullying], <b>21</b> [eating breakfast], <b>22</b> [drinking water], <b>24, 25</b> [physical activity], <b>26</b> [avoiding tobacco smoke], <b>27</b> [avoiding tobacco use]
HE.1.PHC.1.2 Identify how you can prevent childhood injuries in the home, school, and community settings.	<b>7</b> [dressing for weather], <b>9</b> [being safe], <b>10</b> [pedestrian safety], <b>11</b> [safe routes], <b>12, 13</b> [passenger safety], <b>14</b> [playground safety], <b>15, 16</b> [fire safety], <b>20</b> [inappropriate touch]
HE.1.PHC.1.3 Identify the correct names of human body parts.	Not covered
HE.1.PHC.1.4 Describe ways you can prevent common communicable diseases.	<b>5</b> [handwashing]
HE.1.PHC.1.5 Tell about behaviors that avoid or reduce health risks.	<b>5</b> [handwashing], <b>7</b> [weather, sun safety], <b>8</b> [sleep], <b>10</b> [pedestrian safety], <b>11</b> [safe routes], <b>12, 13</b> [passenger safety], <b>14</b> [playground safety], <b>15, 16</b> [fire safety], <b>17</b> [calling 9-1-1], <b>19</b> [being safety smart], <b>21</b> [eating breakfast], <b>22</b> [drinking water], <b>24, 25</b> [physical activity], <b>26, 29</b> [avoiding tobacco smoke]
<b>Internal and External Influences</b>	
HE.1.PHC.2.1 Identify how children learn health behaviors from family and friends.	<b>1</b> [belonging], <b>2</b> [families], <b>3</b> [friends], <b>27</b> [peers and tobacco use], <b>29</b> [support for avoiding tobacco use]
HE.1.PHC.2.2 Explain why personal information should not be shared on the internet.	Not covered
<b>Prevention and Decision Making</b>	
HE.1.PHC.3.1 Describe situations when a health-related decision can be made individually or when assistance is needed.	<b>9</b> [help to be safe], <b>29</b> [avoiding tobacco use]
HE.1.PHC.3.2 Identify healthy options to personal health-related issues or problems.	<b>8</b> [getting enough sleep], <b>9</b> [help to be safe], <b>11</b> [safe routes], <b>22</b> [choosing water] <b>26</b> [avoiding tobacco smoke]
HE.1.PHC.3.3 Explain the consequences of not following rules/practices when making healthy and safe decisions.	<b>10</b> [pedestrian safety], <b>12</b> [passenger safety], <b>13</b> [school bus safety], <b>14</b> [playground safety], <b>15, 16</b> [fire safety]
HE.1.PHC.3.4 Establish a short-term health goal as a class and monitor progress toward achieving the goal.	<b>8</b> [getting enough sleep], <b>23</b> [healthy eating], <b>25</b> [physical activity]
<b>Advocacy</b>	
HE.1.PHC.4.1 Describe appropriate responses to unwanted, unsafe, and threatening situations.	<b>17</b> [calling 9-1-1], <b>18</b> [bullying], <b>20</b> [inappropriate touch], <b>29</b> [avoiding tobacco smoke]
HE.1.PHC.4.2 Identify ways one can make requests to promote personal health.	<b>4</b> [help with feelings], <b>9</b> [safety], <b>11</b> [safe routes], <b>18</b> [help with bullying], <b>20</b> [help with unsafe touch], <b>29</b> [help to be tobacco free]

HEALTH STANDARDS		GRADE 1
<b>Community and Environmental Health Concepts Strand</b>		
<b>Core Concepts</b>		
HE.1.CEH.1.1	Identify ways the community encourages a healthy environment.	Not covered
HE.1.CEH.1.2	Understand ways to prevent common communicable diseases in the community.	Can extend discussion of personal actions to wider community in lessons identified for <b>HE.1.PHC.1.4</b>
<b>Internal and External Influence</b>		
HE.1.CEH.2.1	Recognize health consequences for not following rules.	<b>10</b> [pedestrian safety], <b>12</b> [passenger safety], <b>13</b> [school bus safety], <b>14</b> [playground safety], <b>15, 16</b> [fire safety], <b>18</b> [bullying], <b>26</b> [family rules around tobacco use]
<b>Prevention and Decision Making</b>		
HE.1.CEH.3.1	Identify ways in the community to prevent childhood injuries in the school and community settings.	Can extend discussion of personal actions to wider community in lessons identified for <b>HE.1.PHC.1.2</b>
<b>Advocacy</b>		
HE.1.CEH.4.1	Help others to make positive health choices.	<b>3, 12, 19, 22, 28</b>
<b>Consumer Health Concepts Strand</b>		
<b>Core Concepts</b>		
HE.1.CH.1.1	Determine the meaning of warning labels and signs on hazardous products and places.	Not covered [Poisons covered in <b>Grade K – 16</b> ]
<b>Prevention and Decision Making</b>		
HE.1.CH.3.1	List healthy and unhealthy choices for personal health and safety.	<b>4</b> [expressing emotions], <b>7</b> [dressing for weather], <b>10, 11, 12, 13, 14, 15, 16</b> [safety]
<b>Advocacy</b>		
HE.1.CH.4.1	Discuss ways to ask for support from a trusted adult or professional.	<b>4, 9, 17, 18, 20, 29</b>
<b>Resiliency Education Strand</b>		
<b>Character</b>		
HE.1.R.1.1	Discuss ways to respect personal property and personal space of others.	<b>3</b>
HE.1.R.1.2	Describe the traits of a good friend.	<b>3</b>
HE.1.R.1.3	Identify the benefits of sharing and cooperation.	<b>1, 2, 3</b>
HE.1.R.1.4	Define and give examples of honesty.	Not covered
HE.1.R.1.5	Identify strategies to overcome a challenge.	Not covered

HEALTH STANDARDS		GRADE 1
<b>Resiliency Education Strand (continued)</b>		
<b>Personal Responsibility</b>		
HE.1.R.2.1	Identify my role and responsibilities in the school, community, and family.	<b>2, 3</b>
HE.1.R.2.2	Establish a short-term goal as a class and take action toward achieving the goal.	<b>8</b> [getting enough sleep], <b>23</b> [healthy eating], <b>25</b> [physical activity]
HE.1.R.2.3	Identify the characteristics of a responsible decision maker.	Not covered
HE.1.R.2.4	Describe how individual actions can affect others.	<b>4</b> [expressing emotions], <b>5</b> [handwashing]
HE.1.R.2.5	Identify strategies to discover and demonstrate personal strengths.	Not covered
HE.1.R.2.6	Identify healthy ways to express needs and wants.	<b>4</b> [different emotions], <b>29</b> [staying tobacco free]
<b>Mentorship and Citizenship</b>		
HE.1.R.3.1	Identify characteristics of a leader in the school community.	Not covered
HE.1.R.3.2	Demonstrate the characteristics of a good citizen in school and the community.	Not covered
<b>Critical Thinking and Problem Solving</b>		
HE.1.R.4.1	Identify the importance of working together to solve problems.	Can be demonstrated in class discussion and group work throughout the lessons
HE.1.R.4.2	Identify the importance of sharing thoughts and ideas as an individual and as part of a group.	Can be demonstrated in class discussion and group work throughout the lessons
HE.1.R.4.3	Understand that conflict may arise when working together.	Can be demonstrated in class discussion and group work throughout the lessons

HEALTH STANDARDS	GRADE 2
<b>Personal Health Concepts Strand</b>	
<b>Core Concepts</b>	
HE.2.PHC.1.1 Discuss how healthy behaviors affect personal health.	<b>1</b> [family relationships], <b>2</b> [growth], <b>3, 4</b> [troublesome feelings], <b>5</b> [handwashing], <b>6</b> [medicine use], <b>14, 15</b> [preventing bullying], <b>16</b> [drinking water], <b>17</b> [eating breakfast], <b>18</b> [healthy snacks], <b>19</b> [eating fruits & vegetables], <b>22, 21</b> [physical activity], <b>22</b> [stretching], <b>23, 24, 26</b> [avoiding tobacco use],
HE.2.PHC.1.2 Describe ways you can prevent personal injuries.	<b>9, 10, 11, 12, 13</b>
HE.2.PHC.1.3 Recognize the locations and functions of major human organs.	Not covered
HE.2.PHC.1.4 Select trusted adults and professionals who can help promote health.	<b>4, 25</b>
HE.2.PHC.1.5 Recognize healthy practices and behaviors to maintain or improve personal health.	<b>4</b> [getting help for troublesome feelings], <b>5</b> [handwashing], <b>6</b> [using medicines], <b>7, 8</b> [healthy habits], <b>16</b> [drinking water], <b>17</b> [eating breakfast], <b>18</b> [healthy snacks], <b>19</b> [eating fruits & vegetables], <b>20, 21</b> [physical activity], <b>22</b> [stretching], <b>25, 26</b> [avoiding tobacco use]
<b>Internal and External Influences</b>	
HE.2.PHC.2.1 Describe how outside influences, family, and friends can influence personal health decisions.	<b>1</b> [family relationships], <b>5</b> [how germs spread], <b>8</b> [helping friends stay healthy], <b>15</b> [preventing bullying], <b>16</b> [drinking water], <b>23</b> [tobacco use]
HE.2.PHC.2.2 Describe ways a safe, healthy home environment can promote personal health.	<b>1</b>
HE.2.PHC.2.3 Describe the attributes of a safe and responsible internet user.	Not covered
<b>Prevention and Decision Making</b>	
HE.2.PHC.3.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	<b>7, 8, 24</b>
HE.2.PHC.3.2 List healthy options to health-related issues or problems.	<b>4</b> [troublesome feelings], <b>5</b> [preventing colds], <b>6</b> [medicines], <b>9</b> [pedestrian safety], <b>10</b> [passenger safety], <b>11</b> [water safety], <b>12</b> [bike safety], <b>17</b> [breakfast foods], <b>18</b> [healthy snacks], <b>26</b> [avoiding tobacco use]
HE.2.PHC.3.3 Compare the consequences of following/not following rules/practices when making healthy and safe decisions.	<b>9</b> [pedestrian safety], <b>10</b> [passenger safety], <b>11</b> [water safety], <b>12</b> [bike safety]
HE.2.PHC.3.4 Discuss short-term and long-term goals and their importance to physical health.	<b>13</b> [being safety smart], <b>19</b> [eating fruits & vegetables], <b>21</b> [being physically active], <b>22</b> [stretching as a class]
HE.2.PHC.3.5 Establish a short-term health goal as a class and monitor progress toward achieving the goal.	<b>13</b> [being safety smart], <b>19</b> [eating fruits & vegetables], <b>21</b> [being physically active], <b>22</b> [stretching as a class]
<b>Advocacy</b>	
HE.2.PHC.4.1 Demonstrate appropriate responses to unwanted, unsafe, and threatening situations.	<b>15</b> [getting help for bullying]

HEALTH STANDARDS		GRADE 2
<b>Community and Environmental Health Concepts Strand</b>		
<b>Core Concepts</b>		
HE.2.CEH.1.1	Identify how healthy behaviors affect the community.	Can extend discussion of personal actions to wider community in lessons identified for <b>HE.2.PHC.1.1</b>
HE.2.CEH.1.2	Describe ways to prevent common communicable diseases in the community.	Can extend discussion of personal actions to wider community in <b>5</b>
<b>Internal and External Influence</b>		
HE.2.CEH.2.1	Explain the ways that rules make the classroom, school, and community safer.	<b>5</b> [avoiding germs], <b>6</b> [medicine safety], <b>9</b> [pedestrian safety], <b>10</b> [passenger safety], <b>11</b> [water safety], <b>12</b> [bike safety], <b>14</b> [bullying]
HE.2.CEH.2.2	Describe how the school and community influence health behaviors of children.	<b>25</b> [support for being tobacco free]
<b>Prevention and Decision Making</b>		
HE.2.CEH.3.1	Describe ways the community can prevent childhood injuries in the school and community settings.	Can extend discussion of personal actions to wider community in lessons identified for <b>HE.2.PHC.1.2</b>
<b>Advocacy</b>		
HE.2.CEH.4.1	Support peers when making positive health choices.	<b>8</b> [healthy habits], <b>15</b> [preventing bullying], <b>16</b> [drinking water], <b>23</b> , <b>26</b> [no tobacco use]
<b>Consumer Health Concepts Strand</b>		
<b>Core Concepts</b>		
HE.2.CH.1.1	Understand the meaning of warning labels and signs on hazardous products.	<b>23</b> [tobacco products]
<b>Prevention and Decision Making</b>		
HE.2.CH.3.1	Describe healthy and unhealthy choices.	<b>9</b> , <b>10</b> , <b>11</b> , <b>12</b> , <b>13</b>
<b>Advocacy</b>		
HE.2.CH.4.1	Practice ways to ask for support from a trusted adult or professional.	<b>4</b> , <b>6</b> , <b>15</b> , <b>25</b>
<b>Resiliency Education Strand</b>		
<b>Character</b>		
HE.2.R.1.1	Identify the benefits of showing kindness and treating others with respect.	<b>2</b>
HE.2.R.1.2	Identify what a conflict is and how disagreements can happen.	Conflict resolution covered in Grade 4
HE.2.R.1.3	Explain the importance of being truthful.	Not covered

HEALTH STANDARDS		GRADE 2
<b>Resiliency Education Strand (continued)</b>		
<b>Personal Responsibility</b>		
HE.2.R.2.1	Identify ways to make positive contributions to the well-being of the school and the community.	Not covered
HE.2.R.2.2	Identify personal goals and strategies to achieve those goals.	<b>13</b> [being safety smart], <b>19</b> [eating fruits & vegetables], <b>21</b> [being physically active], <b>22</b> [stretching as a class]
HE.2.R.2.3	Demonstrate healthy ways to express needs, wants, and listening skills.	<b>3</b> [troublesome feelings], <b>4</b> [getting help], <b>16</b> [drinking water], <b>25</b> [support for staying tobacco free]
HE.2.R.2.4	Identify personal strengths and areas for improvement.	<b>2</b>
<b>Mentorship and Citizenship</b>		
HE.2.R.3.1	Identify ways to benefit the school and the community.	Not covered
HE.2.R.3.2	Identify characteristics of a community leader.	Not covered
<b>Critical Thinking and Problem Solving</b>		
HE.2.R.4.1	Identify strategies to work together to solve problems.	Can be demonstrated in class discussion and group work throughout the lessons
HE.2.R.4.2	Identify how disagreements can be settled using conflict resolution skills.	Conflict resolution covered in Grade 4

HEALTH STANDARDS	GRADE 3
<b>Personal Health Concepts Strand</b>	
<b>Core Concepts</b>	
HE.3.PHC.1.1 Describe healthy behaviors that affect personal health.	<b>1</b> [being healthy], <b>2</b> [expressing feelings], <b>3</b> [family relations], <b>4</b> [friendships], <b>5</b> [valuing self/others], <b>6, 7</b> [avoiding germs], <b>8</b> [medicine use], <b>17, 21, 22</b> [healthy foods], <b>18</b> [healthy beverages], <b>19</b> [eating breakfast], <b>20</b> [eating fruits & vegetables], <b>23, 24</b> [physical activity], <b>25, 26, 27, 28</b> [avoiding tobacco/alcohol use]
HE.3.PHC.1.2 Apply ways you can prevent personal injuries.	<b>9, 10, 11, 12, 13</b>
HE.3.PHC.1.3 Recognize that body parts and organs work together to form human body systems.	Not covered
HE.3.PHC.1.4 Discuss behaviors that avoid or reduce health risks.	<b>6</b> [disease prevention], <b>12</b> [injury], <b>16</b> [unsafe touch], <b>17</b> [healthy foods], <b>18</b> [healthy beverages], <b>26, 29</b> [being tobacco and alcohol free]
HE.3.PHC.1.5 Demonstrate health behaviors to maintain or improve personal health.	<b>4</b> [friendships], <b>18</b> [drinking water], <b>22</b> [healthy eating], <b>24</b> [physical activity]
<b>Internal and External Influences</b>	
HE.3.PHC.2.1 Describe how outside influences, family, and friends can influence health behaviors.	<b>3</b> [family], <b>4</b> [friends], <b>21</b> [food choices], <b>27, 28</b> [pressure to use drugs]
HE.3.PHC.2.2 Identify what the school and community do to support personal health practices and behaviors.	<b>9, 10, 11, 13</b> [safety rules], <b>14</b> [bullying], <b>21</b> [food choices]
HE.3.PHC.2.3 Understand the positive and negative impacts technology may have on health.	Not covered
HE.3.PHC.2.4 Identify appropriate and inappropriate uses of the internet and communicating with others through technology.	Not covered
HE.3.PHC.2.5 Identify types of cyberbullying.	<b>14, 15</b>
<b>Prevention and Decision Making</b>	
HE.3.PHC.3.1 Explain when assistance is needed when making a health-related decision.	<b>13</b> [making safe choices], <b>26</b> [being tobacco/alcohol free]
HE.3.PHC.3.2 Recognize healthy options when making decisions for yourself that avoid or reduce health risks.	<b>13</b> [making safe choices], <b>17</b> [healthy foods], <b>18</b> [healthy beverages], <b>26</b> [being tobacco and alcohol free]
HE.3.PHC.3.3 Discuss the potential short-term personal impact of each option when making a health-related decision.	<b>13</b> [making safe choices], <b>26</b> [being tobacco and alcohol free]
HE.3.PHC.3.4 Select a personal health goal and track progress toward achievement.	<b>12</b> [safety goal], <b>22</b> [eating healthy foods], <b>24</b> [physical activity]
HE.3.PHC.3.5 Discuss healthy options to health-related issues or problems.	<b>3</b> [expressing feelings], <b>6</b> [avoiding germs], <b>8</b> [safe use of medicines], <b>13</b> [safe decisions], <b>14, 15</b> [bullying], <b>19</b> [eating breakfast], <b>29</b> [resisting pressure]
<b>Advocacy</b>	
HE.3.PHC.4.1 Practice appropriate responses to unwanted, unsafe, and threatening situations.	<b>14, 15</b> [bullying], <b>16</b> [unsafe touch]

HEALTH STANDARDS		GRADE 3
<b>Community and Environmental Health Concepts Strand</b>		
<b>Core Concepts</b>		
HE.3.CEH.1.1	Relate how healthy behaviors impact the community.	Can extend discussion of personal actions to wider community in lessons identified for <b>HE.3.PHC.1.1</b>
HE.3.CEH.1.2	Understand common childhood health conditions and their impact on school and community environments.	Not covered
HE.3.CEH.1.3	Identify the impact of internet and social media in the community.	Not covered
<b>Internal and External Influence</b>		
HE.3.CEH.2.1	Identify classroom and school rules that promote health and disease prevention.	<b>9, 10, 11, 13</b> [safety rules], <b>14</b> [bullying]
HE.3.CEH.2.2	Explore how the traditions and customs of the school and community influence health behavior of children.	<b>21</b> [food choices]
<b>Prevention and Decision Making</b>		
HE.3.CEH.3.1	Explore ways the community can prevent childhood injuries in the school and community settings.	Can extend discussion of personal actions to wider community in lessons identified for <b>HE.3.PHC.1.2</b>
<b>Advocacy</b>		
HE.3.CEH.4.1	Encourage positive behaviors and healthy choices by others.	<b>7</b> [avoiding germs], <b>10, 11</b> [safety smart] <b>15</b> [reporting bullying], <b>29</b> [avoiding drugs]
<b>Consumer Health Concepts Strand</b>		
<b>Core Concepts</b>		
HE.3.CH.1.1	Locate resources from home, school, and community that provide valid health information, products, and services.	<b>1</b>
HE.3.CH.1.2	Describe why it is important to seek health care.	<b>8</b>
<b>Internal and External Influences</b>		
HE.3.CH.2.1	Describe how the internet and various media/social media outlets influence the selection of health information, products, and services.	Not covered
HE.3.CH.2.2	Identify resources that could assist in achieving personal health goals.	<b>12</b> [safety goal], <b>22</b> [eating healthy foods], <b>24</b> [physical activity]
<b>Prevention and Decision Making</b>		
HE.3.CH.3.1	Describe criteria for selecting health information, resources, products, and services.	Covered in <b>Grades 4 and 5</b>
<b>Advocacy</b>		
HE.3.CH.4.1	Describe ways to encourage healthy school environments.	Can extend discussion of advocacy for peers to wider school community in lessons identified for <b>HE.3.CEH.4.1</b>

HEALTH STANDARDS		GRADE 3
<b>Resiliency Education Strand</b>		
<b>Character</b>		
HE.3.R.1.1	Identify skills needed when working with others.	Can be demonstrated in group work throughout the lessons
HE.3.R.1.2	Identify ways to display trustworthiness.	<b>3, 4</b>
HE.3.R.1.3	Discuss ways to be loyal to friends and family.	<b>3, 4</b>
<b>Personal Responsibility</b>		
HE.3.R.2.1	Categorize resources used to achieve a personal goal.	<b>12</b> [safety goal], <b>22</b> [eating healthy foods], <b>24</b> [physical activity]
HE.3.R.2.2	Identify ways in which my decisions affect others.	<b>13</b> [making safe choices], <b>26</b> [being tobacco and alcohol free]
HE.3.R.2.3	Describe positive ways to deal with failure and learn from challenges.	Can be addressed in <b>1</b>
HE.3.R.2.4	Discuss how skills can be improved through hard work and perseverance.	Reinforced in all skills lessons
<b>Mentorship and Citizenship</b>		
HE.3.R.3.1	Identify leadership opportunities within the school and the community.	Not covered
HE.3.R.3.2	Identify opportunities to volunteer or serve others in the school or community.	Not covered
<b>Critical Thinking and Problem Solving</b>		
HE.3.R.4.1	Explain the importance of always taking ownership for personal actions.	<b>9, 11, 14</b>
HE.3.R.4.2	Identify different solutions and potential outcomes when problems arise.	Can be demonstrated in group work throughout the lessons

HEALTH STANDARDS	GRADE 4
<b>Personal Health Concepts Strand</b>	
<b>Core Concepts</b>	
HE.4.PHC.1.1 Identify examples of mental and physical health.	<b>3</b> [stress management], <b>5</b> [self-control], <b>6</b> [getting help], <b>7</b> [healthy habits], <b>8</b> [protecting eyes/ears], <b>17</b> [healthy eating], <b>18</b> [being physically active]
HE.4.PHC.1.2 Analyze ways you can prevent personal injuries.	<b>3</b> [stress management], <b>10, 12</b> [risk taking], <b>11</b> [staying safe], <b>14, 15</b> [conflict resolution]
HE.4.PHC.1.3 Identify the human body parts and organs that work together to form healthy body systems.	Reproductive parts covered in Grade 5
HE.4.PHC.1.4 Identify the relationship between healthy behaviors and personal health.	<b>1, 2, 3</b> [stress management], <b>4, 5, 6</b> [troublesome feelings], <b>7, 9</b> [healthy habits], <b>8</b> [protecting eyes/ears], <b>10, 12</b> [risk taking], <b>13</b> [dares], <b>14</b> [conflict resolution], <b>16, 17</b> [healthy eating], <b>18</b> [physical activity], <b>20, 21</b> [avoiding tobacco/alcohol use], <b>25, 26, 28</b> [changes of puberty]
<b>Internal and External Influences</b>	
HE.4.PHC.2.1 Identify how outside influences, including family and friends, affect health practices and behaviors.	<b>2</b> [causes of stress], <b>10</b> [risk taking], <b>13</b> [resisting dares], <b>21</b> [tobacco/alcohol use], <b>25</b> [changes of puberty]
HE.4.PHC.2.2 Describe ways a safe, healthy school environment can influence personal health.	<b>11</b>
HE.4.PHC.2.3 Discuss how technology influences personal thoughts, feelings, and health behaviors.	Not covered
HE.4.PHC.2.4 Discuss how media/social media influences personal thoughts, feelings, and health behaviors.	<b>21</b> [tobacco/alcohol use]
HE.4.PHC.2.5 Identify health-related consequences of inappropriate and/or excessive internet use.	Not covered
<b>Prevention and Decision Making</b>	
HE.4.PHC.3.1 Examine when assistance is needed to make a health-related decision.	<b>14</b> [conflict], <b>28</b> [decisions in general]
HE.4.PHC.3.2 Apply healthy options when making decisions to maintain or improve personal health and reduce health risks.	<b>28</b>
HE.4.PHC.3.3 Predict the potential short-term impact of each option on self and others when making a health-related decision.	<b>28</b>
HE.4.PHC.3.4 Create a personal health goal and track progress toward achievement.	<b>9</b> [healthy habits], <b>19</b> [eating/activity]
HE.4.PHC.3.5 Choose healthy options to health-related issues or problems.	<b>28</b>
<b>Advocacy</b>	
HE.4.PHC.4.1 Select appropriate responses to unwanted, unsafe, and threatening situations.	<b>3</b> [stress management], <b>6</b> [troublesome feelings], <b>12</b> [risks], <b>13</b> [dares], <b>14, 15</b> [conflict resolution], <b>22, 23</b> [resisting drug pressures]

HEALTH STANDARDS		GRADE 4
<b>Community and Environmental Health Strand</b>		
<b>Core Concepts</b>		
HE.4.CEH.1.1	Investigate how healthy and unhealthy behaviors impact the community.	Can extend discussion of personal actions to wider community in lessons identified for <b>HE.4.PHC.1.4</b>
HE.4.CEH.1.2	Recognize common childhood health conditions and their impact on school and community environments.	Covered in Grade <b>5 – 5</b>
HE.4.CEH.1.3	Discuss the impact of internet and social media in the community.	Not covered
<b>Internal and External Influences</b>		
HE.4.CEH.2.1	Recognize types of school rules and community laws that promote health and disease prevention.	<b>10, 11, 12, 13</b>
HE.4.CEH.2.2	Explain the important roles that school and community play in health practices and behaviors.	<b>11</b> [injury prevention]
<b>Prevention and Decision Making</b>		
HE.4.CEH.3.1	Compare community resources available to prevent common childhood injuries and health problems.	Can extend discussion of personal actions to wider community in lessons identified for <b>HE.4.PHC.1.2</b>
<b>Advocacy</b>		
HE.4.CEH.4.1	Assist others to make positive health choices in their school and community.	<b>20</b> [tobacco/alcohol use], <b>24</b> [being drug free], <b>26</b> [changes of puberty]
<b>Consumer Health Strand</b>		
<b>Core Concepts</b>		
HE.4.CH.1.1	Describe characteristics of valid health information, products, and services.	<b>20</b>
HE.4.CH.1.2	Distinguish differences among various healthcare providers, products, and services.	Not covered
<b>Internal and External Influences</b>		
HE.4.CH.2.1	Recognize ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.	Covered in Middle School
HE.4.CH.2.2	Categorize resources that could assist in achieving a small group personal health goal.	<b>9</b> [healthy habits], <b>19</b> [eating/activity]
<b>Prevention and Decision Making</b>		
HE.4.CH.3.1	Construct criteria for selecting health resources, products, services, and reputable technologies.	Not covered
<b>Advocacy</b>		
HE.4.CH.4.1	Choose ways to promote healthy school environments.	<b>11, 24, 26</b>

HEALTH STANDARDS		GRADE 4
<b>Resiliency Education Strand</b>		
<b>Character</b>		
HE.4.R.1.1	Consider the perspectives of others.	<b>14, 15</b>
HE.4.R.1.2	Identify the benefits of treating others with respect.	<b>14, 25, 26</b>
HE.4.R.1.3	Predict the potential outcomes of repeating and/or sharing information that is not true.	Not covered
HE.4.R.1.4	Identify strategies to help persevere in difficult situations.	<b>3, 4, 6, 13, 14, 15, 22, 23, 27</b>
<b>Personal Responsibility</b>		
HE.4.R.2.1	Discuss ways to take responsibility for one's actions.	<b>4, 6</b> [help for troublesome feelings], <b>5</b> [self-control], <b>12</b> [assessing risks]
HE.4.R.2.2	Identify the value of making healthy choices for personal well-being.	<b>3</b> [stress management], <b>4, 5, 6</b> [troublesome feelings], <b>7, 9</b> [healthy habits], <b>8</b> [protecting eyes/ears], <b>10, 12</b> [risk taking], <b>13</b> [dares], <b>14</b> [conflict resolution], <b>16, 17</b> [healthy eating], <b>18</b> [physical activity], <b>20, 21</b> [avoiding tobacco/alcohol use], <b>25, 26, 28</b> [changes of puberty]
HE.4.R.2.3	Create a personal goal and track progress toward achievement.	<b>9</b> [healthy habits], <b>19</b> [eating/activity]
HE.4.R.2.4	Explain how attitudes and thoughts can influence your behavior.	<b>2</b> [causes of stress], <b>10</b> [risk taking], <b>13</b> [resisting dares], <b>21</b> [tobacco/alcohol use], <b>25</b> [changes of puberty]
<b>Mentorship and Citizenship</b>		
HE.4.R.3.1	Identify opportunities to actively participate as a responsible citizen in the school and the local community.	<b>5</b> [self-control], <b>24</b> [advocacy], <b>26</b> [helping others]
HE.4.R.3.2	Model serving or helping others in the school or community.	<b>24</b> [advocacy], <b>26</b> [helping others]
<b>Critical Thinking and Problem Solving</b>		
HE.4.R.4.1	Describe how perseverance may help overcome obstacles.	Can be demonstrated in goal-setting activities in <b>9, 19</b> as well as group work throughout the lessons
HE.4.R.4.2	Describe strategies to resolve conflicts.	<b>14, 15</b>

HEALTH STANDARDS	GRADE 5
<b>Personal Health Concepts</b>	
<b>Core Concepts</b>	
HE.5.PHC.1.1 Demonstrate the physical and mental dimensions of health.	<b>1</b>
HE.5.PHC.1.2 Explain ways you can prevent personal injuries.	Grade <b>4</b> focuses on injury prevention; Grade <b>5</b> focuses on violence prevention
HE.5.PHC.1.3 Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.	<b>34, 35</b> [reproductive system only]
HE.5.PHC.1.4 Describe the relationship between healthy behaviors and personal health.	<b>1</b> [emotional health], <b>2</b> [relationships], <b>4</b> [health information], <b>5,6</b> [chronic disease], <b>7, 8</b> [bullying], <b>11</b> [fights], <b>13</b> [helping friends], <b>16, 17, 18, 19</b> [healthy eating], <b>20, 21</b> [physical activity], <b>24, 25, 26, 27, 30</b> [alcohol use]
<b>Internal and External Influences</b>	
HE.5.PHC.2.1 Explain how outside influences, including family and friends, affect health practices and behaviors.	<b>2, 7, 11, 19, 26, 27, 30</b>
HE.5.PHC.2.2 Explain ways a safe, healthy home and school environment promote personal health.	<b>9</b> [preventing bullying], <b>12</b> [preventing fights]
HE.5.PHC.2.3 Explain how technology influences personal thoughts, feelings, and health behaviors.	<b>7, 8</b> [cyberbullying]
HE.5.PHC.2.4 Discuss how media/social media influences personal and family health behaviors.	<b>14</b> [violence], <b>27, 30</b> [alcohol use]
HE.5.PHC.2.5 Identify the legal and social consequences of inappropriate social media use.	Not covered
<b>Prevention and Decision Making</b>	
HE.5.PHC.3.1 Analyze when assistance is needed when making a health-related decision.	<b>12, 29</b>
HE.5.PHC.3.2 Select a healthy option when making decisions for yourself to maintain or improve personal health and reduce health risks.	<b>29</b>
HE.5.PHC.3.3 Compare the potential short-term impact of each option on self and others when making a health-related decision.	<b>29</b>
HE.5.PHC.3.4 Develop a personal health goal and track progress toward achievement.	<b>22, 23</b>
HE.5.PHC.3.5 Summarize healthy options to health-related issues or problems.	<b>29</b>
<b>Advocacy</b>	
HE.5.PHC.4.1 Evaluate appropriate responses to unwanted, unsafe, and threatening situations.	<b>9</b> [bullying], <b>12</b> [fights], <b>13</b> [getting help], <b>31</b> [family alcohol use]

HEALTH STANDARDS		GRADE 5
<b>Community and Environmental Health Strand</b>		
<b>Core Concepts</b>		
HE.5.CEH.1.1	Compare and contrast how healthy and unhealthy behaviors impact the community.	Can extend discussion of personal actions to wider community in lessons identified for <b>HE.5.PHC.1.4</b>
HE.5.CEH.1.2	Explain common childhood health conditions and their impact on school and community environments.	<b>5</b>
HE.5.CEH.1.3	Explain how community health can be impacted by internet and social media in the community.	Not covered
<b>Internal and External Influences</b>		
HE.5.CEH.2.1	Give examples of school and public health policies that influence health promotion and disease prevention.	<b>8</b> [bullying], <b>11</b> [fights]
HE.5.CEH.2.2	Investigate influences that change health beliefs and behaviors.	<b>2, 7, 11, 19, 26, 27, 30</b>
HE.5.CEH.2.3	Determine how media/social media influences health behaviors and the selection of health information, products, and services.	Not covered
<b>Prevention and Decision Making</b>		
HE.5.CEH.3.1	Research community resources available to prevent common childhood injuries and health problems.	Can be included in <b>5</b>
<b>Advocacy</b>		
HE.5.CEH.4.1	Persuade others to make positive health choices.	<b>9</b> [preventing bullying], <b>15</b> [preventing violence], <b>27</b> [being alcohol free]
<b>Consumer Health Strand</b>		
<b>Core Concepts</b>		
HE.5.CH.1.1	Discuss characteristics of valid health information, products, and services.	<b>4, 38</b>
HE.5.CH.1.2	Research resources from home, school, and the community that provide valid health information.	<b>4</b>
HE.5.CH.1.3	Recognize appropriate health care products and services in the community.	Can be included in <b>4</b> and/or <b>5</b>
<b>Internal and External Influences</b>		
HE.5.CH.2.1	Identify ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.	Not covered
HE.5.CH.2.2	Select reliable resources that would assist in achieving a personal health goal.	<b>22, 23, 30</b>

HEALTH STANDARDS		GRADE 5
<b>Consumer Health Strand (continued)</b>		
<b>Prevention and Decision Making</b>		
HE.5.CH.3.1	Evaluate criteria for selecting health resources, products, and services.	<b>4</b>
<b>Advocacy</b>		
HE.5.CH.4.1	Develop a plan as a class to champion healthy school environments.	<b>12</b>
<b>Resiliency Education Strand</b>		
<b>Character</b>		
HE.5.R.1.1	Discuss how to work together to achieve a positive outcome.	Can be demonstrated in group work throughout the lessons
HE.5.R.1.2.1	Identify how to communicate effectively within a group.	<b>3</b> , can also be demonstrated in group work throughout the lessons
HE.5.R.1.3	Describe the importance of considering the perspective of others when communicating.	<b>3</b>
HE.5.R.1.4	Discuss ways that honesty and trustworthiness can lead to school and career success.	Not covered
<b>Personal Responsibility</b>		
HE.5.R.2.1	Describe the importance of having the courage to do the right thing even when it is difficult.	Can be reinforced in <b>1</b>
HE.5.R.2.2	Discuss how responsible decision-making affects personal well-being.	<b>12, 29</b>
HE.5.R.2.3	Select reliable resources that would assist in achieving a personal goal.	<b>22, 23, 30</b>
HE.5.R.2.4	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal practice.	<b>22, 23</b> [eating/activity], <b>29</b> [staying alcohol free]
HE.5.R.2.5	Explain how attitudes and thoughts can influence your behavior and affect others.	<b>1, 2, 13, 25</b>
HE.5.R.2.6	Demonstrate how to positively respond to external influences.	<b>9</b> [preventing bullying], <b>12</b> [preventing fights], <b>14</b> [media messages], <b>19</b> [eating challenges], <b>26</b> [peer pressure], <b>27</b> [media]
<b>Mentorship and Citizenship</b>		
HE.5.R.3.1	Identify leadership skills that encourage and empower others.	Can be addressed in <b>1</b>
HE.5.R.3.2	Identify ways to participate in decision-making in the school or community.	Not covered

HEALTH STANDARDS		GRADE 5
<b>Resiliency Education Strand</b> (continued)		
<b>Critical Thinking and Problem Solving</b>		
HE.5.R.4.1	Apply organizational strategies that support completing multiple tasks efficiently.	Not covered
HE.5.R.4.2	Identify successful strategies for adjusting to change and setbacks.	<b>1</b>
HE.5.R.4.3	Compare conflict resolution methods to identify potential solutions.	Covered in <b>Grade 4 – 14, 15</b>