

# ***HealthSmart* Alignment with Indiana Academic Standards for Health and Wellness**

**Grades K–5**

Grades K–2	HealthSmart (Grade – Lesson)
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
K–2.1.1. Identify that healthy behaviors affect personal health.	K – 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 1 – 1, 2, 3, 4, 5, 6, 7, 8, 18, 21, 22, 23, 24, 25, 26, 27 2 – 1, 2, 3, 4, 5, 6, 7, 8, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26
K–2.1.2 Recognize that there are multiple dimensions of health (mental/emotional, intellectual, physical, environmental, and social health)	2 – 2
K–2.1.3 Describe ways to prevent communicable diseases.	K – 6 1 – 5 2 – 5
K–2.1.4 List ways to prevent common childhood injuries.	K – 13, 14, 15, 16, 17 1 – 7, 9, 10, 11, 12, 13, 14, 15, 16, 20 2 – 9, 10, 11, 12, 13
K–2.1.5 Describe why it is important to have regular medical checkups.	Not covered
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
K–2.2.1 Identify how family and culture influence personal health practices and behaviors.	K – 3 1 – 2, 27, 29 2 – 1
K–2.2.2 Identify what the school can do to support personal health practices and behaviors. <i>(Focus is on trusted adults at school and school rules)</i>	K – 7, 8, 10, 11 1 – 13, 14, 16, 18 2 – 4, 14, 15, 25
K–2.2.3 Describe how peers, technology, and media can influence health practices and behaviors.	K – 3 [peers] 1 – 3 [peers], 27 [peers, media] 2 – 8 [peers]
<b>Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.</b>	
K–2.3.1 Identify trusted adults who can help enhance and support health.	K – 3, 7, 8, 9, 10, 11, 18, 22 1 – 1, 9, 11, 18, 29 2 – 4, 14, 25
K–2.3.2 Identify ways to locate school and community health helpers.	K – 9, 10, 19 1 – 17
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
K–2.4.1 Identify and demonstrate verbal and nonverbal communication skills to enhance health.	K – 2, 10, 19, 29 1 – 4, 17, 20 2 – 3, 4, 15, 25

<b>Grades K–2</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Grade – Lesson)</b>
<b>Standard 4</b> <i>(continued)</i>	
K–2.4.2 Practice listening skills to enhance health.	K – 1
K–2.4.3 Express needs, wants, and feelings in a healthy way.	K – 1, 2, 3, 9, 10 1 – 29 2 – 4
K–2.4.4 Model ways to treat people with kindness and respect.	K – 1, 11 1 – 3, 18 2 – 2, 14, 15
K–2.4.5 Describe ways to respond in an unwanted, threatening, or dangerous situation.	K – 10, 11, 18, 29 1 – 11, 16, 17, 18, 20 2 – 15
K–2.4.6 Explain situations where talking to a trusted adult is important.	K – 3, 10, 18, 19 1 – 1, 4, 9, 11, 17, 18, 20 2 – 4, 15, 25
K–2.4.7 Identify and explain healthy strategies to manage and resolve conflict.	Covered in Grade 4
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
K–2.5.1 Identify personal health decisions.	K – 20, 29 2 – 9, 10, 11, 12, 26
K–2.5.2. Identify people or places where health information can be obtained.	K – 20 1 – 11 2 – 26
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
K–2.6.1 Identify the benefits of planning and setting personal health goals.	K – 23, 25 1 – 8, 23 2 – 21
K–2.6.2 Identify a realistic and personal health goal.	K – 5, 6, 23, 25 1 – 8, 23 2 – 13, 19, 21
K–2.6.3 Describe steps to achieve the personal health goal.	K – 5, 6, 23, 25 1 – 8, 23 2 – 13, 19, 21
K–2.6.4 List possible benefits and barriers to achieving the personal health goal.	K – 23, 25 1 – 23 2 – 21
K–2.6.5 Take steps to achieve the personal health goal.	K – 5, 6, 23, 25 1 – 8, 23 2 – 13, 19, 21
K–2.6.6 Identify trusted adults that can help in achieving the personal health goal.	K – 5, 6, 23, 25 1 – 23 2 – 13, 19, 21

Grades K–2 <i>(continued)</i>	<b>HealthSmart</b> (Grade – Lesson)
<b>Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.</b>	
K–2.7.1 Identify character traits and behaviors of a healthy and safe person.	K – 1, 2, 4, 22, 24, 30 1 – 1, 9, 21, 22, 24, 28 2 – 3, 7, 16, 17, 20, 22
K–2.7.2 List a variety of behaviors to avoid or reduce health and safety risks.	K – 2, 13, 14, 15, 16, 17, 19, 29 1 – 7, 10, 12, 15, 16, 17 2 – 3, 7, 9, 10, 11, 12
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</b>	
K–2.8.1 List personal, family, school or community health and safety concerns.	K – 7, 8, 12, 16, 17, 20, 29 1 – 9, 11, 19, 28 2 – 4, 15, 25
K–2.8.2 Identify a health or safety issue that has personal relevance.	Can be included in all advocacy activities: K – 11, 20, 25, 28, 30 1 – 3, 12, 19, 22, 28 2 – 8, 15, 16, 23, 26

Grades 3–5	HealthSmart (Grade – Lesson)
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
3–5.1.1 Describe the relationship between healthy behaviors and personal health.	3 – 1, 2, 3, 4, 5, 6, 7, 8, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28 4 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 16, 17, 18, 19, 20, 21, 25, 26, 28 5 – 1, 2, 4, 5, 6, 7, 8, 11, 13, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 30, 32, 33, 34, 35, 37
3–5.1.2 Identify examples of emotional, intellectual, physical, and social health.	3 – 1 5 – 1
3–5.1.3 Describe ways in which school and community environments can promote personal health.	3 – 9, 10, 11, 13, 14, 15 4 – 11 5 – 36
3–5.1.4 Describe ways to prevent common childhood injuries and health problems.	3 – 9, 10, 11, 16 4 – 3, 10, 11, 12, 14, 15 5 – 9, 10, 11, 12
3–5.1.5 Recognize when it is important to seek health care.	3 – 8
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
3–5.2.1 Describe how the family influences personal health practices and behaviors.	3 – 3, 21 4 – 21 5 – 2, 19, 30, 33
3–5.2.2 Describe how the school and community can support personal health practices and behaviors.	3 – 15 4 – 11 5 – 9
3–5.2.3 Explain how peers, the media, including social media, can influence thoughts, feelings, and healthy behaviors.	3 – 4, 21, 27, 28 4 – 13, 21 5 – 2, 7, 11, 14, 19, 26, 27, 30
3–5.2.4 Recognize how peers can influence health and unhealthy behaviors.	3 – 4, 21, 27, 28 4 – 13, 21 5 – 2, 7, 11, 19, 26, 30
3–5.2.5 Identify the influence of culture on health beliefs, practices and behaviors.	3 – 21 4 – 21 5 – 19, 36
3–5.2.6 Describe ways technology can influence personal health.	3 – 14 5 – 7, 8

Grades 3–5 <i>(continued)</i>	<b>HealthSmart</b> (Grade – Lesson)
<b>Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.</b>	
3–5.3.1 Identify characteristics of valid health information, products, and services.	4 – 20 5 – 4, 38
3–5.3.2 Locate resources from home, school, and community that provide health information and enhance health.	3 – 1 4 – 6, 20, 27 5 – 4, 5, 13, 31, 38
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
3–5.4.1 Formulate effective (assertive) verbal and nonverbal communication strategies.	3 – 4, 29 5 – 3
3–5.4.2 Demonstrate the ability to actively listen to enhance health.	3 – 4 4 – 15 5 – 3
3–5.4.3 Explain healthy ways to express needs, wants and feelings.	3 – 2 4 – 5, 6 5 – 2
3–5.4.4 Determine ways to communicate kindness and respect for others.	3 – 3, 4, 5 4 – 14, 26 5 – 2
3–5.4.5 Describe refusal skills to avoid or reduce health risks.	3 – 16, 29 4 – 13, 22, 23 5 – 28
3–5.4.6. Model how to ask for assistance to enhance personal health.	3 – 15, 16 4 – 6, 15, 27 5 – 31
3–5.4.7 Analyze strategies to prevent and manage conflict.	4 – 14, 15
3–5.4.8 Recognize barriers to healthy communication.	5 – 3
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
3–5.5.1 Identify personal health decisions and influences.	3 – 13, 26 4 – 14, 28 5 – 12, 29
3–5.5.2 Predict health risk of decisions to self and others.	3 – 13, 26 4 – 14, 20, 28 5 – 12, 29
3–5.5.3 Identify important steps to take when making a health-related decision.	3 – 13, 26 4 – 28 5 – 29

Grades 3–5 <i>(continued)</i>	<b>HealthSmart</b> (Grade – Lesson)
<b>Standard 5 <i>(continued)</i></b>	
3–5.5.4 Describe how personal health decisions are connected to subsequent decisions.	3 – 13, 26 4 – 28 5 – 12, 29
3–5.5.5 Assume responsibility for personal health decisions.	3 – 13, 26 4 – 14, 28 5 – 12, 29, 30
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
3–5.6.1 Explain the benefits of planning and setting personal health goals.	4 – 9, 19 5 – 22
3–5.6.2 Develop a personal health goal and a plan to achieve it.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
3–5.6.3 Identify possible barriers to achieving the personal health goal.	4 – 9, 19 5 – 22, 23
3–5.6.4 Demonstrate how to achieve the personal health goal, and express awareness of possible barriers in the plan.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
3–5.6.5 Examine the impact of personal choices on the personal health goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
3–5.6.6 Identify who can help in achieving the personal health goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23, 30
3–5.6.7 Monitor and evaluate progress towards achieving the personal health goal.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
<b>Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.</b>	
3–5.7.1 Explain character traits and behaviors of a healthy and safe person.	3 – 1, 2, 3, 4, 5, 17, 18, 19, 20, 23 4 – 7, 9, 14, 17, 18, 20, 26, 27, 28 5 – 1, 2, 3, 16, 20, 21, 23, 29, 33, 37
3–5.7.2 Identify specific ways to avoid or reduce health and safety risks.	3 – 6, 8, 10, 11, 12, 16, 26 4 – 3, 5, 6, 8, 11, 12, 13, 15, 24 5 – 6, 9, 12, 13, 15, 19, 29

Grades 3–5 <i>(continued)</i>	<b>HealthSmart</b> (Grade – Lesson)
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</b>	
3–5.8.1 Identify personal, family, school or community health and safety concerns.	3 – 7, 10, 11, 15, 29 4 – 20, 24, 25, 26 5 – 9, 15, 27, 36
3–5.8.2 Select a health or safety issue on which to take a stand.	3 – 7, 10, 11, 15, 29 4 – 20, 24, 25, 26 5 – 9, 15, 27, 36
3–5.8.3 Locate evidence about the health or safety issue.	3 – 10, 15 4 – 20, 24 5 – 9, 15, 27, 36
3–5.8.4 Identify groups, or other who advocate for the health issue.	Not covered
3–5.8.5 Clarify personal beliefs regarding the health or safety issue.	3 – 7, 10, 11, 15, 29 4 – 20, 24, 25, 26 5 – 9, 15, 27, 36
3–5.8.6 Take a clear stand or position on health-enhancing behaviors.	3 – 7, 10, 11, 15, 29 4 – 20, 24, 25, 26 5 – 9, 15, 27, 36
3–5.8.7 Use a communication technique to inform others about a health or safety issue.	3 – 7, 11, 15, 29 4 – 20, 24, 26 5 – 9, 15, 27, 36
3–5.8.8 Identify an audience and adapt the health or safety message and communication technique to the characteristics of the individual or group.	4 – 24, 25 5 – 27, 36