

***HealthSmart* Alignment with
Louisiana Health Education
Content Standards**

Grades K–5

HEALTH *Smart*

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

Grade K	<i>HealthSmart</i> (Grade – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark 1-E-1: Identify that healthy behaviors affect personal health.	
1-E-1.1 Identify major body parts (e.g., stomach, ears, eyes).	K – 4
1-E-1.2 List personal health behaviors (e.g., hand washing, teeth brushing).	K – 5, 6
1-E-1.3 Name a variety of healthy foods.	K – 22
1-E-1.4 Explain why a variety of foods are necessary for good health.	K – 22
1-E-1.5 Describe why a healthy breakfast is important.	1 – 21
1-E-1.6 Identify healthy snacks and beverages.	K – 22, 23
1-E-1.7 List ways to be physically active.	K – 24, 25
1-E-1.8 Explain the importance of sleep and rest.	1 – 8
Benchmark 1-E-2: Recognize that there are multiple dimensions of health (social, emotional, and physical).	
1-E-2.1 Describe one’s own physical characteristics.	K – 1
1-E-2.2 Review similarities and differences between self and others.	K – 1
1-E-2.3 State characteristics that make each individual unique.	K – 1
1-E-2.4 Identify a variety of emotions (e.g., angry vs. sad, happy vs. excited).	K – 2
1-E-2.5 Identify appropriate ways to express emotion.	K – 2
Benchmark 1-E-3: Identify the prevention and treatment of communicable and non-communicable diseases.	
1-E-3.1 List common illnesses and diseases (e.g., colds, flu, and asthma).	Not covered
1-E-3.2 Practice ways to prevent diseases and other health problems.	K – 6
1-E-3.3 Describe germs and why they can be harmful.	K – 6
1-E-3.4 Review effective dental and personal hygiene practices.	K – 5
1-E-3.5 Explain why medicines are used for illnesses and diseases such as asthma.	K – 7
1-E-3.6 Recognize that medicines should only be taken with adult supervision.	K – 7
Benchmark 1-E-4: Identify risky behaviors and ways to avoid and reduce them.	
1-E-4.1 Describe how to get on and off a school bus safely.	1 – 13
1-E-4.2 Explain how rules at home and school can help keep one safe.	K – 7, 11, 12, 13, 14, 15, 16, 17

Grade K (continued)	HealthSmart (Grade – Lesson)
Standard 1 (continued)	
Benchmark 1-E-4 (continued)	
1-E-4.3 Identify ways injuries can be prevented (e.g., seatbelt, playground, street, water).	K – 12, 13, 14, 15, 16, 17
1-E-4.4 Distinguish between appropriate and inappropriate touch.	1 – 20
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark 2-E-1: Identify how family and culture influence personal health practices and behaviors.	
2-E-1.1 State roles and responsibilities of family members.	1 – 2
2-E-1.2 List ways family can help promote well-being.	K – 3, 1 – 2
Benchmark 2-E-2: Describe how peers influence personal health behaviors.	
2-E-2.1 Review that everyone has unique talents and interests they can share.	K – 1
2-E-2.2 Identify how friends can affect health behaviors.	1 – 3
2-E-2.3 State how schools promote good health.	K – 7, 8, 10, 11 [focus is on trusted adults at school and school rules]
2-E-2.4 Discuss the importance of respect and getting along with others.	K – 1
Benchmark 3-E-3: Explain how media influence thoughts, feelings and health behaviors.	
2-E-3.1 List examples of media (e.g., television, radio, internet, signs/billboards, advertisements).	Not covered
2-E-3.2 Recognize that not all products advertised or sold are healthy choices.	Not covered
Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.	
Benchmark 3-E-1: Identify sources of valid health information.	
3-E-1.1 Identify characteristics of a trusted adult at home, school or in the community.	K – 3
3-E-1.2 List trusted adults who can help in an emergency situation.	K – 7, 8, 18
Benchmark 3-E-2: Demonstrate the ability to locate resources for health-promoting products and services.	
3-E-2.1 Identify people who are sources of valid health information and health-promoting products and services (e.g., trusted adults, doctor, police, teacher).	K – 3, 7, 8, 9, 10, 11, 18, 22
3-E-2.2 Discuss how to get help from trusted adults in a health emergency (e.g., dial 911, firefighters, police, teachers, family).	K – 7, 8, 18, 19
Benchmark 3-E-3: Explain how media influence the selection of health information, products and services.	
3-E-3.1 Recognize how television programs, websites and magazines/books influence one’s health choices.	Not covered

Grade K (continued)	HealthSmart (Grade – Lesson)
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark 4-E-1: Use effective communication skills.	
4-E-1.1 Speak clearly and directly to express needs and emotions.	K – 1, 2, 3, 9, 10
4-E-1.2 Review verbal and non-verbal forms of communication.	K – 2
4-E-1.3 Use active listening skills in everyday situations.	K – 1
4-E-1.4 Recognize that others have needs and feelings.	K – 1
Benchmark 4-E-2: Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication.	
4-E-2.1 Use effective communication (I-messages) to communicate emotions and needs.	K – 1, 2, 3, 9, 10 [I-messages specifically covered in Middle School]
4-E-2.2 Use words to identify emotions and communicate needs.	K – 2, 9, 10, 29
4-E-2.3 Describe and practice situations when it is appropriate to use “please,” “thank you,” “excuse me,” and “I’m sorry.”	Not covered directly
4-E-2.4 Tell when to seek help from a trusted adult (e.g., fire, if threatened, crossing the street).	K – 7, 8, 9, 10, 11, 16, 17, 18, 20
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark 5-E-1: Discuss the steps of effective decision-making.	
5-E-1.1 Discuss how to make healthy decisions (choices).	K – 20
5-E-1.2 Demonstrate making simple decisions (choices).	K – 20, 22, 23, 25
Benchmark 5-E-2: Identify situations when a health-related decision is needed.	
5-E-2.1 Recognize choices or decisions that could affect one’s health.	K – 2, 5, 6, 7, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30
5-E-2.2 List a range of choices that could affect one’s health (e.g., healthy foods – grow strong, taking medicines – get well, going to bed on time – feel good in the morning).	K – 2, 5, 6, 7, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30
Benchmark 5-E-3: Apply a decision-making process to address personal health issues and problems.	
5-E-3.1 Distinguish between decisions that can be made on one’s own and decisions that require the help of a trusted adult.	K – 20
Benchmark 5-E-4: Demonstrate refusal skills to enhance health.	
5-E-4.1 Recognize that other people can influence choices.	K – 20
5-E-4.2 Review that it is all right to say no to choices that are unsafe or unhealthy.	K – 16, 17, 20, 28, 29
Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.	
Benchmark 6-E-1: Use goal setting to enhance health.	
6-E-1.1 Describe what a goal is.	K – 5, 6, 23, 25
6-E-1.2 List healthy goals (e.g., to eat more fruit and veggies, to exercise daily, to brush teeth, to wash hands).	K – 5, 6, 23, 25

Grade K (continued)	HealthSmart (Grade – Lesson)
Standard 6 (continued)	
6-E-1.3 Identify ways that parents and trusted adults can help meet a goal.	K – 5, 6, 23, 25
Benchmark 6-E-2: Establish personal health goals and track progress towards achievement.	
6-E-2.1 Create and work toward a simple health enhancing goal (to choose healthy snacks daily, to exercise daily, to play safely and to remain injury free on playground).	K – 5, 6, 23, 25
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark 7-E-1: Demonstrate healthy practices and behaviors to maintain or improve personal health.	
7-E-1.1 Identify healthy practices in one’s daily routine (e.g., nutrition, fitness, safety, conflict resolution).	K – 5, 6, 12, 13, 14, 15, 16, 17, 21, 22, 23, 24, 25, 29, 30
7-E-1.2 Illustrate how healthful behavior choices can help maintain health.	K – 5, 6, 12, 13, 14, 15, 16, 17, 21, 22, 23, 24, 25, 29, 30
Benchmark 7-E-2: Demonstrate behaviors that avoid or reduce health risks.	
7-E-2.1 Describe how following rules can help keep one safe.	K – 7, 11, 12, 13, 14, 15, 16, 17
7-E-2.2 Practice using effective communication skills to avoid or reduce health risks.	K – 10, 11, 18, 29
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
Benchmark 8-E-1: Define advocacy.	
8-E-1.1 Review examples of advocacy.	K – 11, 28, 30
8-E-1.2 Tell others how to be healthy.	K – 11, 28, 30
Benchmark 8-E-2: Demonstrate the ability to communicate information that promotes positive health choices.	
8-E-2.1 Practice making healthy choices.	K – 2, 5, 6, 13, 14, 15, 16, 17, 23, 25
Benchmark 8-E-3: Encourage peers and family to make positive health choices.	
8-E-3.1 Identify ways to encourage others to make positive health choices.	K – 11, 28, 30
8-E-1.2 Describe positive ways to show care, consideration and concern for others.	K – 1, 11, 28

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Grade 1	<i>HealthSmart</i> (Grade – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark 1-E-1: Identify that healthy behaviors affect personal health.	
1-E-1.1 Describe the relationship between personal health behaviors and individual well-being.	1 – 1, 2, 3, 4, 5, 6, 7, 8, 18, 21, 22, 23, 24, 25, 26, 27
1-E-1.2 Explain why sleep and rest are important for growth and good health.	1 – 8
1-E-1.3 Identify ways injuries can be prevented.	1 – 10, 11, 12, 13, 14, 15, 16
1-E-1.4 Explain the relationship between healthy eating and daily exercise.	Can be addressed in: 1 – 23, 25
1-E-1.5 Report how personal decisions impact one’s safety.	1 – 10, 11, 12, 13, 14, 15, 16
1-E-1.6 Describe a healthy relationship	1 – 1
1-E-1.7. Discuss personal hygiene.	1 – 5
Benchmark 1-E-2: Recognize that there are multiple dimensions of health (social, emotional, and physical).	
1-E-2.1 Recognize the difference between physical and emotional health.	Covered beginning in Grade 3
1-E-2.2 Demonstrate appropriate ways to express and deal with emotions and feelings.	1 – 4
1-E-2.3 List ways to eat healthy and be physically active every day.	1 – 21, 22, 23, 24, 25
1-E-2.4 Identify stress makers and stress helpers.	Can be addressed in 1 – 4 [Grade 4 covers stress management]
Benchmark 1-E-3: Identify the prevention and treatment of communicable and non-communicable diseases.	
1-E-3.1 Identify ways to keep germs from spreading.	1 – 5
1-E-3.2 Recognize when hand-washing is necessary.	1 – 5
1-E-3.3 Discuss how behaviors can reduce the spread of some diseases.	1 – 5
1-E-3.4 Review the role of health care providers in diagnosing and treating diseases.	Not covered
1-E-3.5 Describe how to keep food safe to eat.	Covered in Middle School
Benchmark 1-E-4: Identify risky behaviors and ways to avoid and reduce them.	
1-E-4.1 State risky behaviors and potentially harmful consequences.	1 – 10, 12, 13, 14, 15
1-E-4.2 Identify safety rules for home, school and community (e.g., fire, falls, burns, medications/poisons, seat belts, street crossing, sun, bike, weapons).	1 – 9, 10, 11, 12, 13, 14, 15, 16
1-E-4.3 Identify strategies for avoiding second-hand smoke.	1 – 26

Grade 1 (continued)	HealthSmart (Grade – Lesson)
Standard 1 (continued)	
Benchmark 1-E-4 (continued)	
1-E-4.4 Review that everyone has the right to tell others not to touch his or her body.	1 – 20
1-E-4.5 Describe the characteristics of a bully and how to avoid conflict.	1 – 18
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark 2-E-1: Identify how the family influences personal health practices and behaviors.	
2-E-1.1 List family habits that relate to one’s health practices.	1 – 2, 8, 11, 15, 18, 20, 21, 25, 26 [take-home family activities]
2-E-1.2 Identify how family can influence one’s personal health.	1 – 2, 27, 29
Benchmark 2-E-2: Describe how culture influences personal health behaviors.	
2-E-2.1 Define culture and discuss how it impacts the health-impacting choices we make.	Can be addressed in 1 – 1, 2
2-E-2.2 Review cultural influences on food choices and physical activity.	Can be addressed in 1 – 23, 25
2-E-2.3 Discuss the influence of school on health behaviors.	1 – 13, 14, 16, 18
Benchmark 2-E-3: Explain how media influence thoughts, feelings and health behaviors.	
2-E-3.1 Explain how advertisements can influence food choices and other behaviors related to health.	Not covered
Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.	
Benchmark 3-E-1: Identify sources of valid health information.	
3-E-1.1 Identify the range of health care workers who can promote healthful practices.	Not covered
3-E-1.2 Locate websites that provide accurate health information.	Covered beginning in Grade 4
Benchmark 3-E-2: Demonstrate the ability to locate resources for health-promoting products and services.	
3-E-2.1 List where to find health resources in one’s community.	Focus is on trusted adults at home and school
Benchmark 3-E-3: Explain how media influence the selection of health information, products and services.	
3-E-3.1 Explain how television programs, movies, websites or magazines/books affect health-related choices.	Not covered
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark 4-E-1: Practice effective communication skills.	
4-E-1.1 Identify the characteristics of a good communicator.	Can be addressed in 1 – 2, 3, 4
4-E-1.2 Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.	1 – 16, 17, 18, 20

Grade 1 (continued)	HealthSmart (Grade – Lesson)
Standard 4 (continued)	
Benchmark 4-E-2: Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication.	
4-E-2.1 Demonstrate how to express a range of emotions using words, expressions and body language.	1 – 4
4-E-2.2 Identify ways to treat others kindly.	1 – 1, 3
4-E-2.3 Use “I” messages in communicating to avoid a conflict.	[I-messages specifically covered in Middle School]
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark 5-E-1: Discuss the steps of effective decision-making.	
5-E-1.1 Recognize the steps in making a decision.	2 – 9, 10, 11, 12, 26
5-E-1.2 Identify decisions one makes every day.	1 – 5, 6, 7, 8, 10, 12, 13, 14, 15, 21, 22, 24
5-E-1.3 Differentiate between healthy and unhealthy decisions.	1 – 10, 12, 13, 14, 15, 21, 27
5-E-1.4 Review when help is needed to make healthy decisions.	2 – 26
Benchmark 5-E-2: Identify situations when a health-related decision is needed.	
5-E-2.1 Recognize choices or decisions that could affect family health.	1 – 2
5-E-2.2 Explain a range of personal or family choices and how they enhance health.	1 – 2, 8, 11, 15, 18, 20, 21, 25, 26
Benchmark 5-E-3: Apply a decision-making process to address personal health issues and problems.	
5-E-3.1 Identify health-related decisions made daily.	1 – 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 21, 22, 24
5-E-3.2 Distinguish between healthy and unhealthy choices.	1 – 10, 12, 13, 14, 15, 21, 22, 24, 26
Benchmark 5-E-4: Demonstrate refusal skills to enhance health.	
5-E-4.1 Practice refusal skills that help avoid unhealthy or unsafe situations.	Refusal skills instruction begins in Grade 3
Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.	
Benchmark 6-E-1: Demonstrate how to set a goal and why it is important to enhance health.	
6-E-1.1 Practice writing a goal.	1 – 8, 23
6-E-1.2 Describe how setting and reaching a goal can enhance health.	1 – 8, 23
Benchmark 6-E-2: Establish personal health goals and track progress towards achievement.	
6-E-2.1 Plan and apply a simple health-enhancing goal related to physical health.	1 – 8, 23
6-E-2.2 Plan and apply a simple health-enhancing goal related to social/emotional health (e.g., to be a good friend, to get along/resolve conflict peacefully, to help others daily).	Not covered

Grade 1 (continued)	HealthSmart (Grade – Lesson)
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark 7-E-1: Demonstrate healthy practices and behaviors to maintain or improve personal health.	
7-E-1.1 Practice choosing a variety of healthy snacks.	2 – 18
7-E-1.2 Identify physical activities that one can do daily.	1 – 24, 25
7-E-1.3 Discuss the importance of following rules at home and school.	1 – 10, 12, 13, 14, 15, 18
7-E-1.4 Practice relaxation techniques to reduce stress effects on the body.	Stress management is covered in Grade 4
Benchmark 7-E-2: Demonstrate behaviors that avoid or reduce health risks.	
7-E-2.1 List ways to reduce or prevent injuries while participating in a variety of activities.	1 – 10, 12, 13, 14
7-E-2.2 Describe how personal choices can affect one’s health (e.g., eating fatty foods = obesity or diabetes; not brushing teeth = tooth decay; tobacco = lung/heart disease).	1 – 5, 6, 7, 8, 21, 22, 24, 26
7-E-2.3 Demonstrate the ability to use self-control when angry.	1 – 4
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
Benchmark 8-E-1: Define advocacy.	
8-E-1.1 Explain what it means to be an advocate.	1 – 3, 12, 19, 22, 28
8-E-1.2 Report how one can advocate for healthy behaviors (e.g., asking parents to buy more fruit, asking friends to exercise with them).	1 – 19, 28, 29
Benchmark 8-E-2: Demonstrate the ability to communicate information that promotes positive health choices.	
8-E-2.1 Practice using good communication skills to promote the health of others.	1 – 3, 12, 19, 22, 28
Benchmark 8-E-3: Encourage peers and family to make positive health choices.	
8-E-3.1 Explain how making healthy choices makes one feel better (e.g., eating healthy gives me energy, exercising makes me sleep better, crossing at the corner helps keep me safe).	1 – 3, 12, 19, 22, 28
8-E-1.2 Review how one can encourage family and friends to make healthier choices.	1 – 3, 12, 19, 22, 28

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Grade 2	<i>HealthSmart</i> (Grade – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark 1-E-1: Identify that healthy behaviors affect personal health.	
1-E-1.1 Describe what it means to be healthy.	2 – 7
1-E-1.2 Compare healthy and unhealthy behaviors and how they affect one’s health (e.g., disease prevention, healthy eating, fitness, safety).	2 – 3, 6, 16, 17, 20, 23, 24
1-E-1.3 Identify healthy behaviors one can practice.	2 – 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 16, 17, 18, 19, 20, 21, 22, 26
1-E-1.4 List ways to prevent harmful effects of the sun.	2 – 7, 8
1-E-1.5 Create an individual fitness diary to record physical activity each day (time of day, duration, activity).	2 – 21
1-E-1.6 Review MyPyramid and identify food groups. UPDATED TO MYPLATE	Food groups specifically covered beginning in Grade 4
Benchmark 1-E-2: Recognize that there are multiple dimensions of health (social, emotional, and physical).	
1-E-2.1 Identify each of the dimensions of health.	Covered beginning in Grade 3
1-E-2.2 Define the concepts of self-image and self-esteem.	Can be addressed in 2 – 2
1-E-2.3 Analyze characteristics that impact self-image.	2 – 2
1-E-2.4 Report the benefits of healthy relationships among family and friends.	2 – 1
1-E-2.5 Explain ways to reduce or manage stress (e.g., study early for tests, go to bed on time).	Stress management instruction begins in Grade 4
1-E-2.6 Identify negative influences on one’s environment and how to avoid them.	2 – 9, 10, 11, 12 [in relation to safety hazards and risks]
Benchmark 1-E-3: Identify the prevention and treatment of communicable and non-communicable diseases.	
1-E-3.1 Define communicable and non-communicable diseases.	2 – 5 [communicable only]
1-E-3.2 List communicable and non-communicable diseases.	2 – 5 [communicable only]
1-E-3.3 Describe healthy behaviors to prevent the spread of germs (e.g., immunizations, vitamins, sanitary food practices, hand washing).	2 – 5
Benchmark 1-E-4: Identify risky behaviors and ways to avoid and reduce them.	
1-E-4.1 Describe how risky behaviors can affect one’s personal health.	2 – 5, 9, 10, 11, 12, 23, 24
1-E-4.2 Identify safety hazards at home, school and in the community.	2 – 9, 10, 11, 12
1-E-4.3 Apply fire safety rules to various situations.	1 – 15

Grade 2 (continued)	HealthSmart (Grade – Lesson)
Standard 1 (continued)	
Benchmark 1-E-4 (continued)	
1-E-4.4 Explain the importance of using safety belts and car booster seats.	2 – 10
1-E-4.5 Demonstrate basic traffic safety rules for pedestrians and bicyclists (include crossing a street safely, crossing an intersection, parking lot safety).	2 – 9, 12
1-E-4.6 Dramatize using good communication skills to defuse a bully or aggressive situation (e.g., listening, observing body language, using assertive communication, I messaging).	2 – 14, 15
1-E-4.7 Describe eating behaviors that contribute to maintaining healthy weight.	2 – 16, 17, 18
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark 2-E-1: Identify how the family influences personal health practices and behaviors.	
2-E-1.1 Report how family health practices can influence personal health practices.	2 – 1
2-E-1.2 Identify how family can influence one’s personal health.	2 – 1
Benchmark 2-E-2: Describe how culture influences personal health behaviors.	
2-E-2.1 Document how cultural influences impact one’s daily life.	Can be addressed in 2 – 1
2-E-2.2 Identify how culture affects one’s individual choices and behaviors.	Can be addressed in 2 – 1
2-E-2.3 Relate how cultural influences impact one’s health.	Can be addressed in 2 – 1
Benchmark 2-E-3: Explain how media influence thoughts, feelings and health behaviors.	
2-E-3.1 Identify television, print or web ads that may influence health.	Not covered
2-E-3.2 Summarize how media can influence choices related to health (positively or negatively).	Not covered
Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.	
Benchmark 3-E-1: Identify sources of valid health information.	
3-E-1.1 Identify resources for health information in one’s home, community and school.	2 – 4, 14, 25 [focus is on trusted adults who can help]
3-E-1.2 Select websites and other media that provide valid health information.	Covered beginning in Grade 4
Benchmark 3-E-2: Demonstrate the ability to locate resources for health-promoting products and services.	
3-E-2.1 Identify trusted adults who can help one read and follow directions on medicine labels.	2 – 6
3-E-2.2 Demonstrate how to dial 911 or other emergency numbers and provide appropriate information (knowing what to say).	1 – 17

Grade 2 (continued)	HealthSmart (Grade – Lesson)
Standard 3 (continued)	
Benchmark 3-E-3: Explain how media influence the selection of health information, products and services.	
3-E-3.1 Review the variety of health-related information available in the media.	Not covered
3-E-3.2 Question how media messages influence one’s health behaviors and the choice of products/services.	Not covered
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark 4-E-1: Develop effective communication skills.	
4-E-1.1 Define the steps to effective communication (e.g., listening, eye contact, body language).	Covered beginning in Grade 3
4-E-1.2 Practice using effective communication skills with peers.	Covered beginning in Grade 3
Benchmark 4-E-2: Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication.	
4-E-2.1 Demonstrate verbal and non-verbal ways to communicate clearly.	2 – 3, 4, 15, 25
4-E-2.2 Practice expressing feelings in a positive, non-confrontational way.	2 – 3, 4
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark 5-E-1: Discuss the steps of effective decision-making.	
5-E-1.1 Review steps in the decision-making process.	2 – 9, 10, 11, 12, 26
5-E-1.2 Conclude that every decision has a consequence that may affect one’s health.	2 – 9, 10, 11, 12, 26
Benchmark 5-E-2: Identify situations when a health-related decision is needed.	
5-E-2.1 Identify situations that could put one’s health or safety at risk.	2 – 9, 10, 11, 12, 26
5-E-2.2 Describe safe places to go in order to avoid danger.	Not covered
Benchmark 5-E-3: Apply a decision-making process to address personal health issues and problems.	
5-E-3.1 Use a decision-making model.	2 – 9, 10, 11, 12, 26
5-E-3.2 Analyze the outcome of using a decision-making model.	2 – 9, 10, 11, 12, 26
5-E-3.3 Restate how using a decision-making model can improve one’s health and safety.	2 – 9, 10, 11, 12, 26
Benchmark 5-E-4: Demonstrate refusal skills to enhance health.	
5-E-4.1 Practice skills to avoid unhealthy behaviors.	2 – 3, 4, 5, 22, 26
5-E-4.2 Demonstrate refusal skills to avoid unhealthy or unsafe situations.	Refusal skills instruction begins in Grade 3

Grade 2 (continued)	HealthSmart (Grade – Lesson)
Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.	
Benchmark 6-E-1: Explain how to set a goal and why it is important to enhance health.	
6-E-1.1 Analyze how others have set and reached personal goals (e.g., Olympic athletes set goal, work toward goal, reach Olympics).	Could be included in: 2 – 13, 19, 21
6-E-1.2 Create a list of personal health goals.	2 – 13, 19, 21
6-E-1.3 Describe how the accomplishment of a personal goal enhances one’s health.	2 – 13, 19, 21
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark 7-E-1: Demonstrate healthy practices and behaviors to maintain or improve personal health.	
7-E-1.1 Demonstrate ways to show respect, consideration and caring for classmates.	2 – 2, 14, 15
7-E-1.2 Demonstrate pride in personal qualities and accomplishments (e.g., self-esteem).	2 – 2
7-E-1.3 Examine how one’s personal choices can positively impact health.	2 – 5, 7, 8, 16, 17, 18, 19, 20, 21, 22, 23, 24
7-E-1.4 Develop a plan to eat a variety of nutritious foods each day.	2 – 19
7-E-1.5 Demonstrate ways to be physically active.	2 – 21
Benchmark 7-E-2: Demonstrate behaviors that avoid or reduce health risks.	
7-E-2.1 Examine personal choices that can affect one’s health.	2 – 5, 7, 8, 16, 17, 18, 19, 20, 21, 22, 23, 24
7-E-2.2 Demonstrate strategies to avoid risks (e.g., social/emotional; violence; intentional/unintentional injury).	2 – 5, 6, 7, 9, 10, 11, 12, 13, 15, 25, 26
7-E-2.3 Identify behavior choices that can reduce health risks (e.g., physical activity, nutrition, fitness, avoiding tobacco).	2 – 5, 6, 7, 9, 10, 11, 12, 13, 15, 25, 26
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
Benchmark 8-E-1: Define advocacy.	
8-E-1.1 Dramatize advocating for a healthy behavior.	2 – 8, 15, 16, 23, 26
8-E-1.2 Demonstrate ways to support friends and family who are trying to maintain or improve healthy practices.	2 – 8, 15, 16, 23, 26
Benchmark 8-E-2: Demonstrate the ability to communicate information that promotes positive health choices.	
8-E-2.1 Illustrate how one can communicate what one has learned about health to others (e.g., family, friends, peers).	2 – 8, 15, 16, 23, 26

Grade 2 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 8 <i>(continued)</i>	
Benchmark 8-E-3: Encourage peers and family to make positive health choices.	
8-E-3.1 Demonstrate the ability to influence health and safety practices of family members (e.g., smoking cessation).	2 – 25
8-E-1.2 Explain the benefits of positive health choices to family and friends.	2 – 5, 8, 15, 16, 18, 23, 26

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

Grade 3	<i>HealthSmart</i> (Grade – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark 1-E-1: Explain relationships among physical, emotional and social health.	
1-E-1.1 Define physical, emotional and social health.	3 – 1 [physical, emotional] 5 – 1 [includes social]
1-E-1.2 Describe the influence of the components of health on each other.	3 – 1 5 – 1
Benchmark 1-E-2: Discuss the relationship between healthy behaviors and personal health.	
1-E-2.1 Identify personal health behaviors (e.g., good nutrition, brushing teeth, washing hands, exercise).	3 – 6, 7, 8, 17, 18, 19, 20, 22, 23, 24
1-E-2.2 Explain how personal health behaviors affect individual well being.	3 – 6, 7, 8, 17, 18, 19, 20, 22, 23, 24
1-E-2.3 Identify serving sizes and their relationship to healthy eating.	3 – 17 [healthy foods in general] 5 – 17 [specifics on serving size]
1-E-2.4 Describe the connection between food consumption and energy expenditure.	3 – 17, 19
Benchmark 1-E-3: Describe ways to prevent common childhood injuries and health problems.	
1-E-3.1 List ways to prevent injuries at home, school, and in the community.	3 – 9, 10, 11
1-E-3.2 Identify methods of personal hygiene to prevent common health problems (e.g., washing hands, covering mouth when coughing).	3 – 6, 7
Benchmark 1-E-4: Describe ways in which a safe and healthy school and community environment can promote personal health.	
1-E-4.1 Identify safe pedestrian behaviors and how they promote health.	3 – 10, 11
1-E-4.2 List school safety rules (e.g., playground, halls, lunch room, etc.) and how they promote health.	3 – 10, 11
1-E-4.3 Describe public transportation safety rules (e.g., seatbelts, child car seats, road signs and how they promote health).	3 – 10, 11
Benchmark 1-E-5: Identify when it is important to seek health care	
1-E-4.1 Recognize when and how to seek help from a trusted adult.	3 – 2, 8, 14, 15, 16
1-E-4.2 Demonstrate the ability to access important phone numbers to get help in emergencies.	Can be addressed in 3 – 9, 10
1-E-4.3 Illustrate through role play the ability to seek help when sick or hurt.	3 – 15, 16

Grade 3 (continued)	HealthSmart (Grade – Lesson)
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark 2-E-1: Identify the influence of culture on health practices and behaviors.	
2-E-1.1 List different cultural traditions in the community.	Not covered
2-E-1.2 Identify cultural influences on nutrition and physical activity.	3 – 21
Benchmark 2-E-2: Describe how the family influences personal health practices and behaviors.	
2-E-2.1 Identify healthy and unhealthy practices and behaviors in families (e.g., tobacco use, alcohol use, overeating).	3 – 3, 8, 13, 20, 23, 28 [take-home family activities]
2-E-2.2 Discuss the ability to make healthy choices based on personal preferences.	3 – 17, 18, 19, 20
Benchmark 2-E-3: Identify how peers can influence healthy and unhealthy behaviors.	
2-E-3.1 Define peer pressure.	3 – 27, 28
2-E-3.2 Describe how peers can influence one’s health choices (e.g., food, tobacco, alcohol, drugs).	3 – 4, 21, 27, 28
Benchmark 2-E-4: Describe how the school and community can support personal health practices and behaviors.	
2-E-4.1 Identify school and community support staff (e.g., school nurse, counselor, social worker, nutritionist).	3 – 15, 16
2-E-4.2 Explain the role of school and community support staff.	Can be addressed in 3 – 16
2-E-4.3 Identify health care facilities in the community and their functions.	Not covered
Benchmark 2-E-5: Explain how media influence thoughts, feelings, and health behaviors.	
2-E-5.1 List different media types (e.g., TV, newspaper, billboards).	Can be added to 3 – 21, 28
2-E-5.2 Discuss how and why media attempt to influence personal thoughts, feelings, and health choices.	3 – 21, 28
2-E-5.3 Identify strategies to make positive health choices despite the influence of media	3 – 21, 28
Benchmark 2-E-6: Discuss ways that technology can influence personal health.	
2-E-6.1 Identify different types of technology (e.g., TV, computer, video games).	Not covered directly
2-E-6.2 Discuss how these technology sources positively and negatively impact personal health.	3 – 14 [in relation to cyberbullyng]
2-E-6.3 List ways to make positive health choices when using technology.	3 – 14 [in relation to cyberbullyng]
Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.	
Benchmark 3-E-1: Identify characteristics of valid health information, products, and services.	
3-E-1.1 Recognize what makes something valid and invalid as it relates to health.	Covered in Grades 4 and 5
3-E-1.2 Identify health websites.	Covered in Grades 4 and 5

Grade 3 (continued)	HealthSmart (Grade – Lesson)
Standard 3 (continued)	
Benchmark 3-E-2: Locate resources from home, school, and community that provide valid health information.	
3-E-2.1 Examine sources of valid health information from the home, such as parents.	3 – 1, 3
3-E-2.2 Examine health information that can be obtained from school personnel (e.g., school nurse, teacher).	Not covered
3-E-2.3 Research sources of valid health information from the community (e.g., library, family health care provider).	Not covered
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark 4-E-1: Compare effective verbal and non-verbal communication skills to enhance health.	
4-E-1.1 Identify verbal and non-verbal communication skills that enhance health.	3 – 4, 29
4-E-1.2 Demonstrate how verbal and non-verbal communication skills are used to enhance health.	3 – 4, 29
Benchmark 4-E-2: Demonstrate refusal skills to avoid or reduce health risks.	
4-E-2.1 Identify examples of dangerous or risky behaviors that might lead to injuries.	3 – 8, 9, 10, 11
4-E-2.2 Create a list of risky health behaviors.	Not covered directly
4-E-2.3 Identify ways to say “no” to risky health behaviors.	3 – 16, 29
4-E-2.4 Apply refusal skills to given situations through activities such as role play.	3 – 16, 29
Benchmark 4-E-3: Adopt non-violent strategies to manage or resolve conflict.	
4-E-3.1 Discuss different kinds of conflict.	4 – 14
4-E-3.2 List violent and non-violent responses to conflict.	4 – 14
4-E-3.3 Explain benefits of using non-violence to resolve conflicts.	4 – 14, 15
Benchmark 4-E-4: Demonstrate how to ask for assistance to enhance personal health.	
4-E-4.1 List ways to ask for help in uncomfortable situations.	3 – 15, 16
4-E-4.2 Identify adults in the school and community who can provide personal health guidance.	3 – 1 [role models]
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark 5-E-1: Illustrate the outcomes of a health-related decision.	
5-E-1.1 Identify health-related situations that require a thoughtful decision.	3 – 13, 26
5-E-1.2 Recognize when assistance is needed when making health-related decisions.	3 – 13, 26
5-E-1.3 List options in dealing with health-related issues or problems.	3 – 13, 26

Grade 3 (continued)	HealthSmart (Grade – Lesson)
Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.	
Benchmark 6-E-1: -1: Establish personal health goals and track progress towards achievement.	
6-E-1.1 Create a personal goal to improve a personal health practice (e.g., exercise daily, eat fruits/veggies daily).	3 – 12, 22, 24
6-E-1.2 Examine the steps completed in reaching a personal health goal (journal listing of steps over time).	3 – 12, 22, 24
6-E-1.3 Report to the class a personal health goal and progress toward achieving that goal.	3 – 12, 22, 24
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark 7-E-1: Examine personal health behaviors.	
7-E-1.1 List actions or habits that are healthy.	3 – 1, 2, 3, 4, 6, 8, 17, 18, 19, 20, 22, 23, 24
7-E-1.2 List actions or habits that are harmful or unhealthy.	3 – 2, 8, 14, 25
7-E-1.3 Demonstrate ways to avoid engaging in risky behaviors associated with childhood injuries and health problems.	3 – 6, 9, 10, 11, 12, 13, 18, 22, 24, 26, 29
Benchmark 7-E-2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	
7-E-2.1 Describe how a healthy behavior can be maintained.	3 – 22, 24
Benchmark 7-E-3: Demonstrate a variety of behaviors that avoid or reduce health risks.	
7-E-3.1 Describe how an unhealthy behavior could be avoided or eliminated.	3 – 6, 14, 15, 17, 22, 24, 26
7-E-3.2 Practice and log the selection of healthful foods and being physically active.	3 – 22, 24
7-E-3.3 Demonstrate how to prepare a meal or snack using sanitary food preparation.	Not covered
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
Benchmark 8-E-1: Encourage others to make positive health choices.	
8-E-1.1 Demonstrate being a role-model who practices healthy behaviors.	3 – 7, 11, 15
8-E-1.2 Explain the importance of practicing positive health behaviors with your peers.	3 – 4, 7, 15

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

Grade 4	<i>HealthSmart</i> (Grade – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark 1-E-1: Explain relationships among physical, emotional and social health.	
1-E-1.1 Describe the interrelationship of emotional, social, and physical health during childhood.	3 – 1 [physical, emotional] 5 – 1 [includes social]
1-E-1.2 Describe the influence of the components of health on each other.	3 – 1 [physical, emotional] 5 – 1 [includes social]
Benchmark 1-E-2: Demonstrate the relationship between healthy behaviors and personal health.	
1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.	4 – 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 16, 17, 18, 19, 20, 24, 27, 28
1-E-2.2 Explore the importance of drinking water and eating fiber to maintain a healthy digestive system.	4 – 16, 17
1-E-2.3 Identify the relationship of calcium-rich foods, vitamin D, and weight-bearing physical activity to strong bones.	4 – 17, 18
1-E-2.4 Identify nutrient-dense foods and high calorie foods.	4 – 16, 17
Benchmark 1-E-3: Describe ways to prevent common childhood injuries and health problems.	
1-E-3.1 Identify health problems or injuries that can be prevented or treated early.	4 – 11 [injuries] 5 – 5, 6 [disease]
1-E-3.2 Explain how injuries and health problems can be prevented or treated.	4 – 11 [injuries] 5 – 5, 6 [disease]
1-E-3.3 Recognize how risky behaviors are related to childhood injuries and health problems.	4 – 12 [injuries] 5 – 5, 6 [disease]
Benchmark 1-E-4: Describe ways in which a safe and healthy school and community environment can promote personal health.	
1-E-4.1 List ways to promote safe routes to school (e.g., sidewalks, crossing guards).	4 – 11
1-E-4.2 Explain the importance of healthy food choices at school and at home.	4 – 17, 19
Benchmark 1-E-5: Identify when it is important to seek health care	
1-E-4.1 Describe how communicable and non-communicable diseases (e.g., HIV/AIDS, diabetes, cancer, heart disease) impact the overall health of the community.	5 – 5
1-E-4.2 Identify when it is important to seek health care for communicable and non-communicable diseases.	5 – 5, 6

Grade 4 (continued)	HealthSmart (Grade – Lesson)
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark 2-E-1: Identify the influence of culture on health practices and behaviors.	
2-E-1.1 Discuss different cultural traditions in the community and how they relate to health.	4 – 21 5 – 19, 36
2-E-1.2 Identify the impact of cultural influences on the community’s health practices and behaviors.	Not covered
2-E-1.3 Recognize that citizens of other countries may not have access to quality health care.	Not covered
Benchmark 2-E-2: Describe how the family influences personal health practices and behaviors.	
2-E-2.1 List the impact that families have on one’s personal health (e.g., tobacco use, alcohol use, overeating).	4 – 21
2-E-2.2 Identify family barriers one may face in making healthy choices.	4 – 21
Benchmark 2-E-3: Identify how peers can influence healthy and unhealthy behaviors.	
2-E-3.1 Identify ways to avoid negative peer pressure and practice positive health behaviors.	4 – 13, 22, 23
2-E-3.2 Model positive peer leadership skills that lead to good health behaviors.	4 – 20, 24, 26
Benchmark 2-E-4: Describe how the school and community can support personal health practices and behaviors.	
2-E-3.1 Identify school and community support groups (e.g., peer leadership teams, Boy/Girl Scouts).	Not covered
2-E-4.2 List how support groups influence one’s personal health practices and behaviors.	4 – 6, 27 [trusted adults]
Benchmark 2-E-5: Explain how media influence thoughts, feelings, and health behaviors.	
2-E-5.1 List strategies to create a media PSA that impacts making positive health choices.	5 – 27, 36
2-E-5.2 Identify the negative impact media may have on personal health choices.	4 – 21 5 – 14, 27, 30
Benchmark 2-E-6: Discuss ways that technology can influence personal health.	
2-E-6.1 Identify the positive and negative impacts that technology can have on making health choices.	5 – 7, 8 [in context of cyberbullying]
2-E-6.2 List ways that technology can be used to influence positive health choices.	5 – 36 [text message campaign]
Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.	
Benchmark 3-E-1: Identify characteristics of valid health information, products, and services.	
3-E-1.1 Identify valid sources of health information.	4 – 20
3-E-1.2 List the importance in securing correct health information as it relates to personal health.	4 – 20
3-E-1.3 Define health “misinformation.”	Supplemental Lesson

Grade 4 (continued)	HealthSmart (Grade – Lesson)
Standard 3 (continued)	
Benchmark 3-E-2: Locate resources from home, school, and community that provide valid health information.	
3-E-2.1 Identify ways to best utilize those resources identified in the home, school, and the community.	4 – 6, 20, 27
3-E-2.2 Identify key concepts of nutrition food labels.	5 – 18
3-E-2.3 Determine sugar and fat content of selected foods and beverages.	5 – 18
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark 4-E-1: Compare effective verbal and non-verbal communication skills to enhance health.	
4-E-1.1 Identify verbal and nonverbal communication skills that can be used to positively influence others in situations that impact health.	5 – 3
Benchmark 4-E-2: Demonstrate refusal skills to avoid or reduce health risks.	
4-E-2.1 Explain how to apply refusal skills to a health risk situation.	4 – 13, 22, 23
4-E-2.2 Demonstrate through role play how using good refusal skills can avoid or reduce risky health behaviors.	4 – 13, 22, 23
Benchmark 4-E-3: Adopt non-violent strategies to manage or resolve conflict.	
4-E-3.1 Demonstrate through role play effective conflict resolution strategies.	4 – 14, 15
4-E-3.2 Discuss strategies to prevent bullying.	5 – 9
Benchmark 4-E-4: Demonstrate how to ask for assistance to enhance personal health.	
4-E-4.1 Identify situations where personal health assistance may be required.	4 – 6, 15, 27
4-E-4.2 Demonstrate how to seek personal health assistance from a trusted adult.	4 – 6, 15, 27
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark 5-E-1: Illustrate the outcomes of a health-related decision.	
5-E-1.1 List the potential short-term and long-term outcomes that can occur when making a health-related decision.	4 – 14, 28
5-E-1.2 Choose a healthy option when making a decision.	4 – 14, 28
5-E-1.3 Use MyPyramid to evaluate daily food choices in meeting nutrition requirements. UPDATED TO MYPLATE	4 – 16, 17

Grade 4 (continued)	HealthSmart (Grade – Lesson)
Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.	
Benchmark 6-E-1: -1: Define and discuss a personal health goal.	
6-E-1.1 Identify resources to assist in achieving a personal health goal.	4 – 9, 19
6-E-1.2 Monitor personal progress toward goals that address healthy eating and physical activity.	4 – 19
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark 7-E-1: Examine personal health behaviors.	
7-E-1.1 Discuss how healthy and unhealthy habits influence our health.	4 – 7, 8, 12, 17, 18, 20
7-E-1.2 Demonstrate a positive health behavior.	4 – 9, 19
7-E-1.3 Develop a daily log of individual caloric intake and energy expenditure.	Can be included in 4 – 19
Benchmark 7-E-2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	
7-E-2.1 List barriers that may delay or impede an individual from making good personal health choices.	4 – 21 5 – 21, 22, 23
7-E-2.2 Based upon current research-based guidelines, select healthy snacks.	4 – 17, 19 5 – 18
Benchmark 7-E-3: Demonstrate a variety of behaviors that avoid or reduce health risks.	
7-E-3.1 Journal about individual behaviors that avoid or reduce health risks.	4 – 9, 12, 19
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
Benchmark 8-E-1: Identify and describe community and school health service providers and their function.	
8-E-1.1 List the importance of having school health providers.	Not covered
8-E-1.2 Identify barriers to accessing community and school health providers.	Not covered
Benchmark 8-E-2: Encourage others to make positive health choices.	
8-E-2.1 Discuss the impact, on others, of not making positive health choices.	4 – 2, 5, 10, 14, 20

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

Grade 5	HealthSmart (Grade – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark 1-E-1: Describe relationships among physical, mental, emotional and social health.	
1-E-1.1 List the behaviors that influence physical, emotional, and social health.	5 – 1
1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.	5 – 1
Benchmark 1-E-2: Demonstrate the relationship between healthy behaviors and personal health.	
1-E-2.1 List the consequences of negative health choices (e.g., drinking, smoking).	5 – 8, 11, 24, 25
1-E-2.2 Examine the consequences of good and bad health choices on one’s personal health.	5 – 1, 6, 8, 9, 11, 12, 16, 18, 19, 20, 21, 22, 23, 24, 25, 31, 37
Benchmark 1-E-3: Describe ways to prevent common childhood injuries and health problems.	
1-E-3.1 Recognize the responsibility to reduce risk of injury to self and to others.	4 – 10, 11
1-E-3.2 List possible hazards of physical activity and how to prevent injuries.	Covered in Middle School
1-E-3.3 Recognize the responsibility to reduce health risk (e.g., hygiene, exercise, healthy eating).	5 – 6, 16, 20, 25, 26, 30
Benchmark 1-E-4: Describe ways in which a safe and healthy school and community environment can promote personal health.	
1-E-4.1 Assess the school environment to identify things that contribute to positive health and safety.	5 – 9
Benchmark 1-E-5: Identify when it is important to seek health care	
1-E-4.1 Identify different areas of healthcare and how to access them.	Not covered
1-E-4.2 Recognize the signs of injury that require medical attention in self and in others (e.g., lack of consciousness, broken bones, bleeding, and heat exposure).	Not covered
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark 2-E-1: Identify the influence of culture on health practices and behaviors.	
2-E-1.1 Examine personal cultural practices and how they impact personal health decisions.	5 – 19, 36
2-E-1.2 Investigate the quality of healthcare in a foreign country and how it compares to the United States.	Not covered
Benchmark 2-E-2: Describe how the family influences personal health practices and behaviors.	
2-E-2.1 Develop a family plan to maintain and improve health practices (journal).	5 – 17, 21, 24 [take-home family activities]

Grade 5 (continued)	HealthSmart (Grade – Lesson)
Standard 2 (continued)	
Benchmark 2-E-3: Identify the influence of others on health beliefs, practices, and behaviors.	
2-E-3.1 Describe instances when one may have to overcome the influence of others to maintain good health.	5 – 7, 11, 14, 19, 26, 30
Benchmark 2-E-4: Describe how the school and community can support personal health practices and behaviors.	
2-E-3.1 Report on a local community support group and how it is influencing health in the community.	Not covered
2-E-4.2 Explore the effects of the environment on food choices.	Not covered
Benchmark 2-E-5: Explain how media influence thoughts, feelings, and health behaviors.	
2-E-5.1 Identify positive influences that the media can have on health.	5 – 27
2-E-5.2 Analyze specific media/advertisements regarding the health message they convey.	5 – 14, 27
Benchmark 2-E-6: Discuss ways that technology can influence personal health.	
2-E-6.1 Analyze specific technologies regarding the health messages they convey.	Not covered
2-E-6.2 Investigate how technology can promote positive health behaviors (e.g., pedometers, Wii fit).	Not covered
Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.	
Benchmark 3-E-1: Identify characteristics of valid health information, products, and services.	
3-E-1.1 Assess a health product or service using valid sources of health information.	5 – 4
Benchmark 3-E-2: Locate resources from home, school, and community that provide valid health information.	
3-E-2.1 Report on how resources from home, school and the community are used to impact personal and family health.	5 – 4, 31, 38
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark 4-E-1: Compare effective verbal and non-verbal communication skills to enhance health.	
4-E-1.1 Demonstrate the ability to communicate a health message in a verbal and non-verbal manner.	5 – 3, 27, 28, 31
Benchmark 4-E-2: Demonstrate refusal skills to avoid or reduce health risks.	
4-E-2.1 Create and share a scenario that utilizes refusal skills to avoid engaging in risky behaviors.	5 – 28
Benchmark 4-E-3: Adopt non-violent strategies to manage or resolve conflict.	
4-E-3.1 Differentiate between assertive and aggressive behavior.	Can be addressed in 5 – 3
4-E-3.2 Role play different scenarios identifying assertive and aggressive behavior and the impact of that behavior in conflict situations.	5 – 3 4 – 15 [conflict resolution]

Grade 5 (continued)	HealthSmart (Grade – Lesson)
Standard 4 (continued)	
Benchmark 4-E-4: Demonstrate how to ask for assistance to enhance personal health.	
4-E-4.1 Identify personal and family experiences where access to care positively or negatively impacted health.	Not covered
4-E-4.2 Describe how personal health care decisions and assistance can be impacted by personal experiences.	Not covered
4-E-4.3 Use communication skills to effectively deal with influences from peers and media regarding food choices and physical activity.	5 – 19 Middle School Nutrition – 10
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark 5-E-1: Identify how others can influence decision-making.	
5-E-1.1 Analyze elements of effective decision-making model.	5 – 29
5-E-1.2 Identify circumstances that can help or hinder healthy decision-making.	5 – 12, 29
Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.	
Benchmark 6-E-1: -1: Define and discuss a personal health goal.	
6-E-1.1 Track progress toward the achievement of a personal health goal.	5 – 22, 23
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark 7-E-1: Examine personal health behaviors.	
7-E-1.1 Make a list of positive and negative personal health habits.	5 – 6, 17, 20, 21
7-E-1.2 Examine personal habits that promote lifelong health.	5 – 6
Benchmark 7-E-2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	
7-E-2.1 Create journal about individual health practices and behaviors that maintain or improve one’s personal health.	5 – 6, 17, 20, 21
7-E-2.2 Compare healthy and risky approaches to weight management.	Covered in Middle School
Benchmark 7-E-3: Demonstrate a variety of behaviors that avoid or reduce health risks.	
7-E-3.1 List items that are perceived as health risk behaviors (e.g., smoking, drinking).	5 – 6, 18, 24
7-E-3.2 Explain the harmful effects of health risk behaviors (e.g., smoking, drinking).	5 – 24, 25
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
Benchmark 8-E-1: Identify and describe community and school health service providers and their function.	
8-E-1.1 Educate younger students on the job functions of community and school health service providers and their function. (group project).	Not covered

Grade 5 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 8 <i>(continued)</i>	
Benchmark 8-E-2: Encourage others to make positive health choices.	
8-E-2.1 Choose and create two media of communications to influence positive health choices (e.g., poster on saying no to drugs, assembly on not bullying).	5 – 27
8-E-2.2 Identify something in the school environment that does not contribute to positive health and safety and advocate for change (e.g., vending machines, snack sales, lack of recess).	Not covered