

## *HealthSmart* Alignment with Montana Health Enhancement Content Standards



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# GRADES K-5

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
<b>Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance personal health.</b>			
HE 1.1 a. Identify healthy and unhealthy behaviors.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</b>		
HE 1.2 a. Identify characteristics of physical, mental, and emotional health.	Not covered		
HE 1.2 b. Identify characteristics of family and social health, including those of contemporary and traditional American Indian cultures and practices.	<b>3, 11</b> [will need to add focus on American Indian cultures/practices]		
HE 1.3 a. Identify ways germs are spread.	<b>6</b>		
HE 1.3 b. Show ways to prevent the spread of germs	<b>6</b>		
HE 1.4 a. Identify environmental factors that can affect health.	<b>12, 16, 29</b>		
HE 1.6 a. Identify safety practices at school and in the community.	<b>12, 13, 14, 15, 16, 17, 18</b>		
HE 1.7 a. Identify common childhood injuries.	<b>8</b>		
HE 1.8 a. Give examples of health care.	<b>7, 8</b>		
HE 1.9 a. Identify body parts and their function.	<b>4</b>		
<b>Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>			
HE 2.1 a. Identify family practices that promote health.	<b>3</b>		
HE 2.3 a. Identify healthy practices at school.	<b>7, 8, 10, 11</b>		
<b>Standard 3: Demonstrate the ability to access valid information, products and services to enhance health.</b>			
HE 3.1 a. Identify adults who help promote health.	<b>3, 7, 8, 9, 10, 11, 18, 22</b>		
HE 3.2 a. Identify school and community health and safety resources.	<b>9, 10, 19</b>		
<b>Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>			
HE 4.1 a. Identify feelings and emotions.	<b>2, 3, 10</b>		
HE 4.2 a. Understand that listening is a respectful and caring behavior.	<b>1</b>		
HE 4.3 a. Use refusal skills in risky situations.	Specific refusal skills instruction begins in Grade 3		
HE 4.3.b. Identify risky situations.	<b>8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 29</b>		
HE 4.4 a. Identify dangerous situations.	<b>11, 16, 17, 18, 19</b>		

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
<b>Standard 5: Demonstrate the ability to use decision-making skills to enhance health and safety.</b>			
HE 5.1 a. Give examples of safe and healthy decisions.	20		
HE 5.2 a. Identify persons who can assist with safety and health-related decisions.	20		
HE 5.3 a. Identify ways to solve safety and health-related issues or problems.	20		
HE 5.4 a. Identify possible consequences of choices when making safety and health-related decisions.	20		
<b>Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.</b>			
HE 6.1 a. Identify healthy habits.	5, 6, 21, 22, 23, 24, 25, 29		
HE 6.2 a. Identify ways family members model healthy behaviors.	3		
<b>Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
HE 7.1 a. Identify healthy behaviors toward self and others.	1, 2, 5, 6, 7, 8, 9, 11, 21, 22, 23, 24, 25, 29, 30		
HE 7.2 a. Identify personal health practices and behaviors.	1, 5, 6, 13, 14, 15, 21, 22, 23, 24, 25, 29		
HE 7.3 a. Identify behaviors that are harmful or risky to health.	2, 11, 13, 14, 15, 16, 17, 26, 27, 29, 30		
<b>Standard 8: Demonstrate the ability to advocate for personal, family, and community health.</b>			
HE 8.1 a. Identify ways to ask others to assist in promoting health.	3, 7, 29		
HE 8.2 a. Identify positive health choices that can be made by peers and self.	11, 25, 28, 30		
HE 8.3 a. Identify health-related messages.	11, 25, 28, 30		

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
<b>Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance personal health.</b>			
HE 1.1 a. Describe healthy behaviors.		<b>1, 2, 3, 4, 5, 6, 7, 8, 18, 21, 22, 23, 24, 25, 26, 27, 28</b>	
HE 1.2 a. Give examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.		<b>1, 2, 4, 24</b> [will need to add focus on American Indian cultures/practices]	
HE 1.3 a. Identify ways to prevent the spread of germs.		<b>5</b>	
HE 1.4 a. Identify environmental factors that can affect health.		<b>7, 26</b>	
HE 1.6 a. Identify ways to be safe and healthy at school and in the community.		<b>5, 13, 14, 18</b>	
HE 1.7 a. Identify common childhood injuries and their treatment.	<b>8</b>		
HE 1.8 a. Identify reasons for seeing a health care professional.	<b>7, 8</b>		
HE 1.9 a. Identify basic body systems such as circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous.	Not covered		
<b>Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>			
HE 2.1 a. Describe ways a family practices health promotion.		<b>2, 27, 29</b>	
HE 2.2 a. Identify ways that peers influence behavior.		<b>3, 19, 27</b>	
HE 2.3 a. Identify ways in which schools promote personal health practices and behaviors.		<b>13, 14, 16, 18</b>	
HE 2.4 a. Identify examples from different media sources that influence health.	Not covered		
<b>Standard 3: Demonstrate the ability to access valid information, products and services to enhance health.</b>			
HE 3.1 a. Describe ways adults can help promote health.		<b>1, 9, 11, 18, 29</b>	
HE 3.2 a. Describe school and community health and safety resources.		<b>17</b>	
<b>Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>			
HE 4.1 a. Show how to share feelings in a healthy way.		<b>4, 29</b>	
HE 4.2 a. Describe ways listening is a respectful and caring behavior.	<b>1</b>		
HE 4.3 a. Describe and demonstrate how to use a variety of refusal skills.		<b>20</b>	
	[Specific refusal skills instruction begins in Grade 3]		
HE 4.4 a. Describe how to get help in a dangerous situation		<b>16, 17, 18, 20</b>	

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
<b>Standard 5: Demonstrate the ability to use decision-making skills to enhance health and safety.</b>			
HE 5.1 a. Identify steps in making safe and healthy decisions.	20		9, 10, 11, 12, 26
HE 5.2 a. Identify examples of responsible safety and health-related decisions.	20		9, 10, 11, 12, 26
HE 5.3 a. Identify ways to solve safety and health-related issues or problems.		9, 10, 11, 14, 17, 18	
HE 5.4 a. Identify possible consequences of choices when making safety and health-related decisions.	20		9, 10, 11, 12, 26
<b>Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.</b>			
HE 6.1 a. Explain types of healthy habits		5, 6, 7, 8, 21, 22, 23, 24, 25, 29	
HE 6.2 a. Identify a goal and who can help achieve that goal.		8, 23	
<b>Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
HE 7.1 a. Identify examples of healthy behaviors toward self and others.		3, 4, 5, 6, 7, 8, 21, 22, 23, 24, 25, 28	
HE 7.2 a. Tell ways to maintain or improve personal health behaviors.		5, 6, 7, 8, 21, 22, 23, 24, 25, 28	
HE 7.3 a. Explain harmful or risky behaviors to health.		7, 10, 12, 14, 15, 18, 26	
<b>Standard 8: Demonstrate the ability to advocate for personal, family, and community health.</b>			
HE 8.1 a. Express how to ask others to assist in promoting health.		19, 28, 29	
HE 8.2 a. Show how peers can make positive health choices.		3, 12, 19, 22, 28	
HE 8.3 a. List a variety of health messages.		3, 14, 19, 22, 28	

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
<b>Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance personal health.</b>			
HE 1.1 a. Identify and explain how health behaviors affect personal health.			<b>1, 2, 3, 4, 5, 6, 7, 8, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26</b>
HE 1.2 a. Recognize that there are multiple dimensions of health, such as physical, mental, and emotional, as well as family and social health, including those of traditional and contemporary American Indian cultures and practices.			<b>2</b> [will need to add focus on American Indian cultures/ practices]
HE 1.3 a. Describe some ways to prevent childhood communicable diseases.			<b>5</b>
HE 1.4 a. Describe common environmental factors that can affect health.			<b>7, 9, 11, 12, 23</b>
HE 1.6 a. Give examples of how to be safe at school and in the community.			<b>9, 10, 11, 12, 13, 14, 15</b>
HE 1.7 a. Identify ways to prevent and treat common childhood injuries.	<b>8</b>		
HE 1.8 a. Describe why it is important to seek health care.			<b>6</b>
HE 1.9 a. Identify basic body systems and their function such as the circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous.	Not covered		
<b>Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>			
HE 2.1 a. Identify how family and culture influence personal health practices and behaviors			<b>1</b>
HE 2.2 a. Identify ways that peers influence behavior.			<b>2, 8, 9, 10, 11, 14, 15, 16</b>
HE 2.3 a. Identify what the school can do to support personal health practices and behaviors.			<b>4, 14, 25</b>
HE 2.4 a. Describe how the media can influence health behaviors.	Not covered		
HE 2.6 a. Give examples of school or community policies that promote health and safety.			<b>14</b>
<b>Standard 3: Demonstrate the ability to access valid information, products and services to enhance health.</b>			
HE 3.1 a. Identify trusted adults and professionals who can help promote health.			<b>4, 14, 25</b>
HE 3.2 a. Identify ways to locate school and community health and safety resources			<b>14</b>

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
<b>Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>			
HE 4.1 a. Identify healthy ways to express needs, wants, and feelings.			4
HE 4.2 a. Use listening skills to enhance health.	1		
HE 4.3 a. Exhibit ways to respond in an unwanted, threatening, or dangerous situation.			15
HE 4.4 a. Express ways to tell a trusted adult if threatened or harmed.			15
<b>Standard 5: Demonstrate the ability to use decision-making skills to enhance health and safety.</b>			
HE 5.1 a. Identify situations when a safety and health-related decision is needed.			9, 10, 11, 12, 26
HE 5.2 a. Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed.			26
HE 5.3 a. Describe ways to solve safety and health-related issues or problems.			9, 10, 11, 12, 26
HE 5.4 a. Describe possible consequences of choices when making safety and health-related decisions.			9, 10, 11, 12, 26
<b>Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.</b>			
HE 6.1 a. Identify short-term personal health goals and take action towards achieving goals.			13, 19, 21
HE 6.2 a. Identify who can help when assistance is needed to achieve a personal health goal.			13, 19, 21
<b>Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
HE 7.1 a. Exhibit healthy behaviors toward self and others.			2, 3, 4, 5, 6, 7, 8, 16, 17, 18, 19, 20, 21, 22, 25
HE 7.2 a. Exhibit healthy practices and behaviors to maintain or improve personal health.			3, 4, 5, 6, 7, 8, 16, 17, 18, 19, 20, 21, 22, 26
HE 7.3 a. Discuss behaviors that avoid or reduce health risk.			3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 25, 26
<b>Standard 8: Demonstrate the ability to advocate for personal, family, and community health.</b>			
HE 8.1 a. Make requests to promote health.			15, 16, 25
HE 8.2 a. Identify ways to encourage others to make positive health choices.			8, 15, 16, 23, 26
HE 8.3 a. Describe health messages and communication techniques.			8, 15, 16, 23, 26

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
<b>Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.</b>			
HE 1.1 a. Identify links between healthy choices and personal health.	<b>1, 2, 3, 4, 5, 6, 7, 8, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28</b>		
HE 1.1 b. Define life skills that improve health and wellness.	<b>2, 3, 4, 11, 12, 13, 15, 16, 21, 22, 24, 29</b>		
HE 1.1 c. Use goal-setting to practice healthy behaviors.	<b>12, 22, 24</b>		
HE 1.2 a. Describe various types of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.	<b>1</b> [will need to add focus on American Indian cultures/ practices]		
HE 1.3 a. Explain the difference between childhood communicable and non-communicable diseases.	<b>6, 7</b>		
HE 1.4 a. Identify the potential sources of environmental factors that affect health.	<b>6, 9, 13, 14, 21, 25</b>		
HE 1.6 a. Describe how health can be affected by school and community environments.	<b>9, 10, 11, 13, 14, 15</b>		
HE 1.7 a. Identify common childhood health problems.	<b>6</b>		
HE 1.8 a. Identify situations that require health care.	<b>8</b>		
HE 1.9 a. Identify basic body systems and their function such as the circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous.	Not covered		
<b>Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>			
HE 2.1 a. Describe ways family and culture influence personal health practices and behaviors.	<b>3, 21</b>		
HE 2.2 a. Describe ways that peers influence behavior.	<b>4, 21, 27, 28</b>		
HE 2.3 a. Explain ways the school can support personal health practices and behaviors.	<b>15</b>		
HE 2.4 a. Discuss ways the media can influence thoughts, feelings, and health behaviors.	<b>21, 28</b>		
HE 2.5 a. Identify types of technology that influence personal health.	<b>14</b>		
HE 2.6 a. Describe ways that school and community policies promote health and safety.	<b>14</b>		

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
<b>Standard 3: Demonstrate the ability to access valid information, products and services to enhance health.</b>			
HE 3.1 a. Give examples of valid health information, products, and services.		20	
			4, 38
HE 3.2 a. Identify resources available at home, school, tribe, and community that provide valid health information.	1		
<b>Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>			
HE 4.1 a. Express ways to show respect for self and others, including those of traditional and contemporary American Indian cultures and practices.	3, 4, 5, 29 [will need to add focus on American Indian cultures/practices]		
HE 4.2 a. Identify verbal and nonverbal refusal skills.	16, 29		
HE 4.3 a. Recognize conflict and apply nonviolent strategies to manage or resolve conflict.		14, 15	
HE 4.4 a. Discuss situations when it is necessary to seek assistance for the health and safety of self and others.	15, 16		
<b>Standard 5: Demonstrate the ability to use decision-making skills to enhance health.</b>			
HE 5.1 a. Identify routine safety and health-related situations.	9, 10, 11, 13, 26		
HE 5.2 a. Discuss situations when support is needed in making safety and health-related decisions.	13, 26		
HE 5.3 a. Discuss various options to safety and health-related issues or problems.	13, 26		
HE 5.4 a. Discuss possible consequences of choices when making safety and health-related decisions.	13, 26		
HE 5.4 b. Identify outcomes for various safety, healthy and unhealthy decisions.	13, 26		
<b>Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.</b>			
HE 6.1 a. Describe ways to set personal health goals.	12, 22, 24		
HE 6.2 a. Explain how friends, adults, and resources help in achieving a personal health goal.	12, 22, 24		
<b>Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
HE 7.1 a. Describe practices of healthy behaviors toward self and others.	1, 2, 3, 4, 5, 6, 7, 10, 11, 15, 17, 18, 19, 20, 22, 23, 24, 26		
HE 7.2 a. Discuss reasons for responsible personal health behaviors.	1, 9, 11, 14		
HE 7.3 a. Identify healthy and unhealthy behaviors.	1, 2, 3, 4, 5, 6, 8, 17, 18, 19, 20, 23, 24, 25		

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
<b>Standard 8: Demonstrate the ability to advocate for personal, family and community health.</b>			
HE 8.1 a. Share accurate information about a health issue.	<b>7, 10, 11, 15</b>		
HE 8.2 a. Encourage peers to make positive health choices.	<b>7, 11, 15, 29</b>		
HE 8.3 a. Discuss health messages and communication techniques.	<b>7, 11, 15, 29</b>		

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
<b>Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.</b>			
HE 1.1 a. Identify life skills that improve health and wellness.		<b>3, 5, 6, 7, 8, 14, 15, 19, 22, 23, 24, 26, 27, 28</b>	
HE 1.1 b. Discuss healthy and unhealthy behaviors and their effect on health.		<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 16, 17, 18, 19, 20, 21, 25, 26, 28</b>	
HE 1.1 c. Identify personal health enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.		<b>3, 7, 8, 9, 10, 11, 12, 17, 18, 19, 20, 21, 22, 23, 24</b> [will need to add focus on American Indian cultures/ practices]	
HE 1.1 d. Describe risky behaviors and their potential consequences.		<b>3, 5, 10, 12, 14, 20</b>	
HE 1.2 a. Discuss various characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.	<b>1</b> [will need to add focus on American Indian cultures/ practices]		<b>1</b> [will need to add focus on American Indian cultures/ practices]
HE 1.3 a. Describe how universal precautions and other hygienic practices reduce the risk for contracting disease.		<b>7</b>	
HE 1.4 a. Describe the potential sources of environmental factors that affect health.		<b>1, 2, 7, 8, 10</b>	
HE 1.6 a. Discuss practices for safe school and community environments.		<b>11</b>	
HE 1.7 a. Describe common childhood health problems and potential treatments.		<b>1, 2, 3</b> [stress]	
HE 1.8 a. Describe when it is important to seek health care.	<b>8</b>		
HE 1.9 a. Discuss the structure and function of each of the following major systems: circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous.	Not covered		
<b>Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>			
HE 2.1 a. Explain ways family and culture influence personal health practices and behaviors.		<b>21</b>	
HE 2.2 a. Discuss ways that peers influence behavior.		<b>13, 21</b>	
HE 2.3 a. Identify how the school, tribe, and community can support personal health practices and behaviors.		<b>13, 21</b>	
HE 2.4 a. Discuss why the media influences thoughts, feelings, and health behaviors.		<b>21</b>	
HE 2.5 a. Identify ways technology can influence personal health.		<b>21</b>	
HE 2.6 a. Discuss ways that school and community policies promote health, safety and disease prevention.	<b>14</b>		<b>7, 8</b>

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
<b>Standard 3: Demonstrate the ability to access valid information, products and services to enhance health.</b>			
HE 3.1 a. Identify qualities of valid health information, products, and services.		20	
HE 3.2 a. Describe resources from home, school, tribe, and community that provide valid health information.		6, 20, 27	
<b>Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>			
HE 4.1 a. Demonstrate ways to communicate care, consideration, and respect of self and others, including those of traditional and contemporary American Indian cultures and practices.		4, 15, 26 [will need to add focus on American Indian cultures/practices]	
HE 4.2 a. Identify reasons to use refusal skills to avoid or reduce health risks.		13, 22, 23	
HE 4.3 a. Identify strategies to control angry feelings.		5, 14, 15	
HE 4.4 a. Describe reasons for seeking assistance to enhance the health and safety of self and others.		6, 15, 27	
<b>Standard 5: Demonstrate the ability to use decision-making skills to enhance health.</b>			
HE 5.1 a. Discuss options of what to do in potential safety and health-risk situations.		14, 28	
HE 5.2 a. Identify situations when assistance is needed to make safety and health-related decisions.		14, 28	
HE 5.3 a. Identify positive alternatives to resolving safety and health-related issues or problems.		28	
HE 5.4 a. Explain possible consequences of health-related decisions.		28	
HE 5.4 b. Create a list of positive and negative outcomes related to various safety and health-related decisions.		28	
<b>Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.</b>			
HE 6.1 a. Discuss reasons for setting personal health goals.		9, 19	
HE 6.2 a. Discuss personal health goal-setting and the resources that can assist in achieving goals.		9, 19	
<b>Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
HE 7.1 a. Discuss practices of healthy behaviors toward self and others.		3, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 24, 26, 27, 28	
HE 7.2 a. Identify responsible personal health behaviors.		4, 12	
HE 7.2 b. Explain personal health practices and behaviors that maintain or improve personal health.		9, 19	

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
<b>Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b> (continued)			
HE 7.3 a. Discuss reasons for healthy behaviors that avoid or reduce health risks.		<b>3, 5, 13, 15, 23</b>	
<b>Standard 8: Demonstrate the ability to advocate for personal, family, and community health.</b>			
HE 8.1 a. Discuss accurate information about a health issue.		<b>20, 24, 25, 26</b>	
HE 8.2 a. Discuss ways that encourage others to make positive health choices.		<b>20, 24, 26</b>	
HE 8.3 a. Compare and contrast health messages and communication techniques.		<b>20, 24, 26</b>	

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
<b>Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.</b>			
HE 1.1 a. Explain the relationship between healthy behaviors and personal health.			<b>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</b>
HE 1.1 b. Describe personal health enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.			<b>1, 5, 6, 13, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 25, 29, 30</b> [will need to add focus on American Indian cultures/practices]
HE 1.1 c. Identify potential consequences of engaging in risky behaviors.			<b>8, 11, 24, 25</b>
HE 1.2 a. Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.			<b>1</b> [will need to add focus on American Indian cultures/practices]
HE 1.3 a. Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.			<b>6</b>
HE 1.4 a. Discuss ways environmental factors affect health.			<b>6, 7, 10, 14, 19, 27, 31</b>
HE 1.6 a. Describe ways in which safe and healthy school and community environments can promote personal health.			<b>36</b>
HE 1.7 a. Describe ways to prevent and treat common childhood injuries and health problems.			<b>9, 10, 11, 12</b>
HE 1.8 a. Give examples of health care and their benefits, including the unique issues regarding American Indians and health care benefits.	Not covered		
HE 1.9 a. Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system.			<b>34, 35</b> [reproductive only]
<b>Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>			
HE 2.1 a. Examine how family and culture influence personal health practices and behaviors.			<b>2, 19, 30, 33, 36</b>
HE 2.2 a. Identify how peers can influence healthy and unhealthy behaviors.			<b>2, 7, 11, 19, 26, 30</b>
HE 2.3 a. Describe how the school, tribe, and community can support personal health practices and behaviors.			<b>9</b>
HE 2.4 a. Explain how media influences thoughts, feelings, and health behaviors.			<b>14, 27, 30</b>
HE 2.5 a. Discuss ways that technology can influence personal health.			<b>7, 8</b>

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
<b>Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. (continued)</b>			
HE 2.6 a. Explain how school, public and tribal health policies can influence health promotion and disease prevention.			<b>8</b>
<b>Standard 3: Demonstrate the ability to access valid information, products and services to enhance health.</b>			
HE 3.1 a. Identify characteristics of valid health information, products, and services.			<b>4, 38</b>
HE 3.2 a. Locate resources from home, school, tribe, and community that provide valid health information.			<b>4, 5, 13, 31, 38</b>
<b>Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>			
HE 4.1 a. Use effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.			<b>3</b> [will need to add focus on American Indian cultures/ practices]
HE 4.2 a. Use refusal skills that avoid or reduce health risks.			<b>28</b>
HE 4.3 a. Use nonviolent strategies to manage or resolve conflict.		<b>14, 15</b>	
HE 4.4 a. Discuss how to ask for assistance to enhance the health and safety of self and others.			<b>31</b>
<b>Standard 5: Demonstrate the ability to use decision-making skills to enhance health.</b>			
HE 5.1 a. Identify health-related situations that might require thoughtful decisions.			<b>12, 29</b>
HE 5.2 a. Analyze when assistance is needed in making safety and health-related decisions.			<b>12, 29</b>
HE 5.3 a. Compare and contrast healthy options to safety and health-related issues or problems.			<b>29</b>
HE 5.4 a. Predict the potential outcomes of options when making safety and health-related decisions.			<b>29</b>
HE 5.4 b. Describe the outcomes of safety and health-related decisions.			<b>29, 30, 37</b>
<b>Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.</b>			
HE 6.1 a. Set a personal health goal and track progress toward its achievement.			<b>22, 23</b>
HE 6.2 a. Identify resources to assist in achieving a personal health goal.			<b>22, 23, 30</b>

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
<b>Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
HE 7.1 a. Explain benefits of healthy behaviors toward self and others.			<b>2, 16, 18, 20, 37</b>
HE 7.2 a. Practice responsible personal health behavior.			<b>25, 26, 30, 33</b>
HE 7.2 b. Use a variety of healthy practices and behaviors to maintain or improve personal health.			<b>3, 6, 23</b>
HE 7.3 a. Use a variety of behaviors to avoid or reduce health risks.			<b>9, 12, 13, 15, 18, 19, 28, 29, 31, 37, 38</b>
<b>Standard 8: Demonstrate the ability to advocate for personal, family and community health.</b>			
HE 8.1 a. Express opinions and give accurate information about health issues.			<b>9, 15, 27, 36</b>
HE 8.2 a. Practice and rationalize reasons for positive health choices.			<b>9, 15, 27, 36</b>
HE 8.3 a. Evaluate various health messages and communication techniques.			<b>9, 15, 27, 36</b>