

**HealthSmart  
Alignment  
with Oklahoma  
Academic  
Standards  
for Health  
Education**



**GRADES  
K-5**

| HEALTH STANDARDS  | GRADE K                        | GRADE 1                        | GRADE 2       |
|---|--------------------------------|--------------------------------|---------------|
| <b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>  |                                |                                |               |
| <b>Nutrition</b>  |                                |                                |               |
| 1.NU.2.1 Explain what foods are in a healthy breakfast.   |                                | 21                             | 17            |
| 1.NU.2.2 Identify a variety of healthy foods and snacks.  | 22                             | 21, 22, 23                     | 16, 17, 18    |
| 1.NU.2.3 Identify the benefits of drinking water and limiting sugary beverages.   | 23                             | 22, 23                         | 16            |
| <b>Physical Activity</b>  |                                |                                |               |
| 1.PA.2.1 Identify the recommended amount of physical activity for children.   | 24, 25                         | 25                             | 20, 21        |
| 1.PA.2.2 Describe a variety of ways to be physically active.  | 24, 25                         | 24, 25                         | 20, 21        |
| 1.PA.2.3 Describe the benefits of being physically active.  | 24, 25                         | 24, 25                         | 20, 21        |
| <b>Mental Health and Wellness</b>   |                                |                                |               |
| 1.MH.2.1 Identify healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.  | 2, 3                           | 4                              | 3, 4          |
| 1.MH.2.2 Explain the relationship between feelings and behavior.  | 2                              | 4                              | 3             |
| 1.MH.2.3 Explain the importance of respecting the boundaries of others.   | 1                              | 3                              | 2             |
| <b>Substance Use and Abuse</b>  |                                |                                |               |
| 1.SU.2.1 Identify safe and unsafe use of medicines.   | 7                              |                                | 6             |
| 1.SU.2.2 Identify school rules about the use of medicines.  | 7                              |                                | 6             |
| 1.SU.2.3 Identify a variety of tobacco products [e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco] that have health effects. |                                |                                | 23            |
| <b>Healthy Relationships</b>  |                                |                                |               |
| 1.HR.2.1 Define a trusted adult (e.g., parent, guardian, health professional) and identify characteristics of a trusted adult.  | 3, 7, 8, 9, 10, 11, 18         | 1, 9, 11, 18, 29               | 4, 14, 25     |
| 1.HR.2.2 Identify the characteristics of healthy family and peer relationships.   | 3                              | 1, 2, 3                        | 1             |
| 1.HR.2.3 Distinguish between wanted and unwanted touch (e.g., high-five, handshake, hug).   |                                | 20                             |               |
| <b>Injury Prevention and Personal Health</b>  |                                |                                |               |
| 1.IP.2.1 Identify the benefits of personal health care practices (e.g., protection from germs, healthy teeth).  | 5, 6                           | 5, 6, 7, 8                     | 5, 7, 8       |
| 1.IP.2.2 Identify responsible decision making in situations with risk of injuries at home, school, and in the community. (e.g., pedestrian, motor vehicle, playground, fire, firearms, bike, water).            | 12, 13, 14, 15, 16, 17, 18, 20 | 10, 11, 12, 13, 14, 15, 16, 17 | 9, 10, 11, 12 |
| 1.IP.2.3 Identify people who can help when someone is injured or suddenly ill.  | 7, 8, 9, 10, 18, 19            | 17                             |               |

| HEALTH STANDARDS   | GRADE K   | GRADE 1          | GRADE 2           |
|--|---|------------------|-------------------|
| <b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>   |   |                  |                   |
| <b>Analyze Influences</b>  |   |                  |                   |
| 2.AN.2.1 Identify and describe how the family influences personal health practices and behaviors.  | 3   | 2, 27, 29        | 1                 |
| 2.AN.2.2 Identify how school can support personal health practices and behaviors.  | 7, 8, 10, 11  | 13, 14, 16, 18   | 4, 14, 25         |
|  | [Focus is on trusted adults at school and school rules] |                  |                   |
| 2.AN.2.3 Identify how peers, media, and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors. |   | 3 [peers]        |                   |
| <b>Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.</b>   |   |                  |                   |
| <b>Access Information</b>  |   |                  |                   |
| 3.AC.2.1 Identify trusted adults and professionals who can help promote health.  | 3, 7, 8, 9, 10, 11, 18, 22                              | 1, 9, 11, 18, 29 | 4, 14, 25         |
| 3.AC.2.2 Locate school and community health helpers.   | 9, 10, 19   | 17               |                   |
| <b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>                                 |   |                  |                   |
| <b>Interpersonal Communication</b>   |   |                  |                   |
| 4.IC.2.1 Identify healthy ways to express needs, wants, and feelings.  | 1, 2, 3, 9, 10  | 29               | 4                 |
| 4.IC.2.2 Demonstrate effective listening and communication skills (e.g., paying attention, and verbal and nonverbal feedback) to enhance health.                                       | 1   |                  |                   |
| 4.IC.2.3 Identify safe and effective ways to respond when dealing with conflict (e.g., unwanted, threatening, or dangerous situation).   | 10, 11, 18, 29  | 16, 17, 18, 20   | 15                |
| 4.IC.2.4 Identify ways to tell a trusted adult when assistance is needed (e.g., enhance personal health, or are in an unwanted, threatening, or dangerous situation).                  | 19  | 17, 20           | 15                |
| <b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>  |   |                  |                   |
| <b>Decision Making</b>   |   |                  |                   |
| 5.DM.2.1 Identify situations that need a health-related decision (e.g., dealing with interpersonal conflict, managing anger, nutrition, hygiene).                                      | 20, 21, 28  |                  | 9, 10, 11, 12, 26 |
| 5.DM.2.2 Describe when help is needed and when it is not needed to make a healthy decision.  | 20  |                  | 26                |
| 5.DM.2.3 Identify how family, peers, culture, technology, or media influence a health-related decision.  | 20  |                  | 26                |

| HEALTH STANDARDS  | GRADE K                              | GRADE 1                  | GRADE 2                  |
|---|--------------------------------------|--------------------------|--------------------------|
| <b>Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.</b>  |                                      |                          |                          |
| <b>Goal Setting</b>   |                                      |                          |                          |
| 6.GS.2.1 Identify a short-term personal health goal.  | <b>5, 6, 23, 25</b>                  | <b>8, 23</b>             | <b>13, 19, 21</b>        |
| 6.GS.2.2 Identify who can help when assistance is needed to achieve a personal health goal.   | <b>5, 6, 23, 25</b>                  | <b>23</b>                | <b>13, 19, 21</b>        |
| 6.GS.2.3 Describe what steps to take in order to achieve a personal health goal.  | <b>5, 6, 23, 25</b>                  | <b>8, 23</b>             | <b>13, 19, 21</b>        |
| <b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>                     |                                      |                          |                          |
| <b>Self-Management</b>  |                                      |                          |                          |
| 7.SM.2.1 Identify practices that prevent or reduce health risks.  | <b>2, 13, 14, 15, 16, 17, 19, 29</b> | <b>7, 10, 12, 16, 17</b> | <b>3, 4, 7</b>           |
| 7.SM.2.2 Demonstrate healthy practices and behaviors to maintain or improve personal health.  | <b>1, 5, 6</b>                       | <b>5, 6, 8</b>           | <b>5, 7, 22, 26</b>      |
| <b>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</b>                                       |                                      |                          |                          |
| <b>Advocacy</b>   |                                      |                          |                          |
| 8.AD.2.1 Make requests to promote personal health (e.g., requesting healthy foods and drinks, avoiding second-hand smoke, practicing proper hygiene). | <b>3, 7, 29</b>                      | <b>19, 28, 29</b>        | <b>15, 16, 25</b>        |
| 8.AD.2.2 Encourage peers to make positive health choices.   | <b>11, 25, 28, 30</b>                | <b>3, 12, 19, 22, 28</b> | <b>8, 15, 16, 23, 26</b> |

| HEALTH STANDARDS  | GRADE 3       | GRADE 4      | GRADE 5           |
|---|---------------|--------------|-------------------|
| <b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>  |               |              |                   |
| <b>Nutrition</b>  |               |              |                   |
| 1.NU.5.1 Describe the benefits of eating a healthy breakfast every day.   | 19            |              |                   |
| 1.NU.5.2 Explain the importance of eating a variety of foods from multiple food groups (e.g., fruits, vegetables, dairy, protein and whole grains).   | 21            | 16, 17, 19   | 16, 17            |
| 1.NU.5.3 Examine nutritious and non-nutritious beverages.   | 18            |              | 19                |
| <b>Physical Activity</b>  |               |              |                   |
| 1.PA.5.1 Identify ways to increase daily physical activity.   | 23, 24        | 18, 19       | 20, 21, 22        |
| 1.PA.5.2 Describe the importance of choosing a variety of ways to be physically active.   | 22            | 18           | 21                |
| 1.PA.5.3 Identify short- and long-term benefits of moderate and vigorous physical activity (e.g., improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases). | 22            | 18           | 20, 21            |
| <b>Mental Health and Wellness</b>   |               |              |                   |
| 1.MH.5.1 Describe healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.  | 2             | 4, 5, 6      |                   |
| 1.MH.5.2 Identify and explain characteristics of a mentally and emotionally healthy person.   | 1             |              | 1                 |
| 1.MH.5.3 Identify feelings of worry, sadness, and hopelessness and determine when to seek help with coping skills.  | 2             | 4, 6         | 13                |
| <b>Substance Use and Abuse</b>  |               |              |                   |
| 1.SU.5.1 Describe potential risks associated with inappropriate use of medicines.   | 8             |              |                   |
| 1.SU.5.2 Identify school rules about alcohol use.   |               |              | 24                |
| 1.SU.5.3 Identify short- and long-term physical effects of using tobacco [e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco].   | 25            | 20           |                   |
| <b>Healthy Relationships</b>  |               |              |                   |
| 1.HR.5.1 Describe examples of what and when to report to a trusted adult (e.g., parent, guardian, health professional).   | 2, 14, 15, 16 | 4, 6, 14, 27 | 9, 12, 13, 31, 38 |
| 1.HR.5.2 Describe the benefits of healthy family and peer relationships.  | 3, 4          |              | 2                 |
| 1.HR.5.3 Explain why everyone has the right to consent to being touched (e.g., high-five, handshake, hug).  | 16            |              |                   |

| HEALTH STANDARDS   | GRADE 3       | GRADE 4    | GRADE 5              |
|--|---------------|------------|----------------------|
| <b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. (continued)</b>   |               |            |                      |
| <b>Injury Prevention and Personal Health</b>   |               |            |                      |
| 1.IP.5.1 Describe the benefits of personal health care practices (e.g., brushing and flossing teeth, washing hair, regularly bathing adequate sleep, wear sunscreen).                                      | 6, 7          | 7, 8, 9    | 6                    |
| 1.IP.5.2 Explain responsible decision making in situations with risk of injuries at home, school, and in the community. (e.g., pedestrian, motor vehicle, playground, fire, firearms, bike, water).        | 9, 10, 11     | 10, 11, 12 |                      |
| 1.IP.5.3 Explain what to do if someone is injured or suddenly ill and needs medical assistance in various situations (e.g., at home, school, or in the community).   | Not covered   |            |                      |
| <b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>   |               |            |                      |
| <b>Analyze Influences</b>  |               |            |                      |
| 2.AN.5.1 Describe how the family influences personal health practices and behaviors.   | 3, 21         | 21         | 2, 19, 30, 33        |
| 2.AN.5.2 Identify the influence of culture on health practices and behaviors.  | 21            | 21         | 19, 36               |
| 2.AN.5.3 Examine how peers can influence healthy and unhealthy behaviors.  | 4, 21, 27, 28 | 13, 21     | 2, 7, 11, 19, 26, 30 |
| 2.AN.5.4 Determine how the school and community can influence personal health practices and behaviors (e.g., tobacco free environment healthy food access, safe bike routes, walking, school buses, etc.). | 15            | 11         | 9                    |
| 2.AN.5.5 Describe how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.                             | 14, 21, 28    | 21         | 7, 8, 14, 27, 30     |
| <b>Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.</b>   |               |            |                      |
| <b>Access Information</b>  |               |            |                      |
| 3.AC.5.1 Identify characteristics of valid health information, products and services based on self-identified need (e.g., reliable, appropriate, accurate, or trustworthy).                                |               | 20         | 4, 38                |
| 3.AC.5.2 Locate resources from home, school, and the community that provide valid health information.  | 1             | 6, 20, 27  | 4, 5, 13, 31, 38     |

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|--|------------|------------|--------------------|
| <b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b> |            |            |                    |
| <b>Interpersonal Communication</b>   |            |            |                    |
| 4.IC.5.1 Demonstrate effective verbal and nonverbal communication skills.  | 4, 29      |            | 3                  |
| 4.IC.5.2 Demonstrate effective peer resistance skills to avoid or reduce health risk.  | 29         | 13, 22, 23 | 28                 |
| 4.IC.5.3 Demonstrate healthy ways to manage or resolve conflict.   |            | 14, 15     |                    |
| 4.IC.5.4 Demonstrate how to effectively ask for help to improve personal health.   | 15, 16     | 6, 15, 27  | 31                 |
| 4.IC.5.5 Identify how to effectively communicate support for others with compassion.   | 5          | 6, 26      | 3, 13, 36          |
| <b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>  |            |            |                    |
| <b>Decision Making</b>   |            |            |                    |
| 5.DM.5.1 Explain situations that need a health-related decision.   | 13, 26     | 14, 28     | 12, 29             |
| 5.DM.5.2 Decide when help is needed and when it is not needed to make a healthy decision.  | 13, 26     | 14, 28     | 12, 29             |
| 5.DM.5.3 Explain how family, culture, peers, technology, or media influence a health-related decision.   | 21, 28     | 13, 21     | 11, 14, 19, 26, 27 |
| 5.DM.5.4 Examine healthy options to a health-related decision.   | 13, 26     | 28         | 29                 |
| 5.DM.5.5 Identify options and their potential outcomes when making a health-related decision.  | 13, 26     | 28         | 29                 |
| 5.DM.5.6 Choose a healthy option when making a decision.   | 13, 26     | 28         | 29                 |
| 5.DM.5.7 Explain the outcomes and benefits of making a health-related decision.  | 26         |            | 29, 30, 37         |
| <b>Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.</b>   |            |            |                    |
| <b>Goal Setting</b>  |            |            |                    |
| 6.GS.5.1 Set a personal health goal.   | 12, 22, 24 | 9, 19      | 22, 23             |
| 6.GS.5.2 Track progress toward achieving a personal health goal.   | 12, 22, 24 | 9, 19      | 22, 23             |
| 6.GS.5.3 Identify potential barriers and resources that can help achieve a personal health goal.   | 12, 22, 24 | 9, 19      | 22, 23             |

| HEALTH STANDARDS  | GRADE 3               | GRADE 4                 | GRADE 5              |
|---|-----------------------|-------------------------|----------------------|
| <b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b> |                       |                         |                      |
| <b>Self-Management</b>  |                       |                         |                      |
| 7.SM.5.1 Describe practices and behaviors that reduce or prevent health risks.  | <b>6, 12, 16, 29</b>  | <b>3, 5, 13, 15, 23</b> | <b>9, 12, 19, 28</b> |
| 7.SM.5.2 Apply a variety of healthy practices and behaviors to maintain or improve personal health.                               | <b>4, 18, 22, 24</b>  | <b>9, 19</b>            | <b>3, 6, 23</b>      |
| 7.SM.5.3 Commit to practicing healthy behaviors.  | <b>12, 18, 22, 24</b> | <b>3, 9, 19</b>         | <b>9, 15, 22, 23</b> |
| <b>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</b>                   |                       |                         |                      |
| <b>Advocacy</b>   |                       |                         |                      |
| 8.AD.5.1 Express opinions and give accurate information about health issues.  | <b>7, 10, 11, 15</b>  | <b>20, 24, 25, 26</b>   | <b>9, 15, 27, 36</b> |
| 8.AD.5.2 Encourage others to make positive health choices.  | <b>7, 11, 15, 29</b>  | <b>20, 24, 26</b>       | <b>9, 15, 27, 36</b> |