

HealthSmart Alignment with Texas Essential Knowledge and Skills for Health Education



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HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Physical Health and Hygiene			
(1) examine the structure, function, and relationships of body systems and their relevance to personal health, and name the five senses	4, 24, 26 [body systems] Five senses not covered		
(2A) name people who can provide health care guidance such as parents, family members, other trusted adults, teachers, and health care professionals	3, 7, 8, 9, 10, 11, 18, 22		
(2B) identify personal health and hygiene habits that help individuals stay healthy such as hand washing and brushing teeth	5, 6		
(2C) discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization	6 Immunization not covered		
(2D) identify head lice and biting insects that may cause illness and their proper removal and care	8 [insect bites] Lice not covered specifically		
Mental Health and Wellness			
(3A) identify their own feelings and emotions	2		
(3B) describe and practice calming and self-management strategies	2		
(3C) discuss how friends can influence a person's behavior		3	
(3D) demonstrate skills for making new acquaintances		Can be addressed in 3 [having friends]	
(3E) demonstrate respect and communicate appropriately with individuals	Can be addressed in 1, 2, 3 [as part of getting along with others]		
(3F) identify and practice ways to solve conflicts with a friend	Can be addressed in 2	Conflict covered in Grade 4 – 14, 15	
(4A) describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness	Can be included in 1		
(4B) discuss the meaning of goals and identify at least one health-related goal	5, 6, 23, 25		
(5) use appropriate skills to identify and manage conditions related to mental health and wellness; discuss how to treat peers with different learning needs with dignity	1 [respecting differences] 2 [managing feelings]		
Healthy Eating and Physical Activity			
(6A) demonstrate an understanding that the human body is composed mostly of water and explain the importance of drinking water daily	23		
(6B) identify healthy portion sizes for common food items	Can be addressed in 22		
(6C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein	22	Food groups covered in Grade 4	

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Healthy Eating and Physical Activity (continued)			
(6D) identify healthy and unhealthy snack choices	22		
(7A) describe basic facts of food allergy safety such as not sharing food and explain the importance of respecting others who have allergies	Not covered		
(7B) identify habits that help individuals stay healthy such as getting the proper amount of sleep and daily physical activity	24, 25 [physical activity]	8 [sleep]	
Injury and Violence Prevention and Safety			
(8A) discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911	18, 19		
(8B) identify the purpose and demonstrate the proper use of protective equipment such as seat belts, booster seats, and bicycle helmets	15		
(9A) identify roles and characteristics of a trusted adult	3, 10		
(9B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations	10 [feeling safe]	20 [inappropriate touch]	
(9C) identify personal space and appropriate boundaries	Can be addressed in 10	20 [inappropriate touch]	
(10A) name safe play environments	Can be addressed in 12, 13, 14 [street smart]		
(10B) name objects that may be dangerous such as knives, scissors, and screwdrivers and explain how they can be harmful	16, 17		
(10C) recall personal home address as part of a personal safety plan	Can be addressed in 10	11 [safe routes and havens]	
(11A) identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment	10 [help in general]	18 [help with bullying]	
(12A) identify bullying behaviors and the role of the bystander	11		
(12B) identify ways to discourage bullying	11		
(12C) describe appropriate actions to take in response to bullying such as telling a parent or another trusted adult	11		
(12D) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person	10, 11	20 [inappropriate touch]	

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Alcohol, Tobacco and Other Drugs*			
(13A) discuss the proper usage of medications	7		
(13B) discuss the harmful effects of alcohol, tobacco, and drugs on physical health	26, 27 [tobacco only]		
(14) identify refusal skills and how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of alcohol, tobacco, and other drugs	29 [secondhand smoke]		

*Grades K–2 cover tobacco; Grades 3 and 4 cover tobacco and alcohol.

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Physical Health and Hygiene			
(1) examine the structure, function, and relationships of body systems and their relevance to personal health; demonstrate use of the five senses		Not covered	
(2A) identify types of health care professionals and describe the services they provide such as medical checkups, dental exams, and vision and hearing screenings		6 [dentist briefly covered]	
(2B) describe personal hygiene and health habits that enhance individual health such as personal hygiene, oral hygiene, and getting enough sleep		5, 6, 8	
(2C) describe ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization		5 Immunization not covered	
(2D) describe where head lice and biting insects that may cause illness, including ticks and mosquitos, are commonly encountered and how to avoid them		Not covered	
Mental Health and Wellness			
(3A) identify their own feelings and emotions		4	
(3B) discuss and explain how emotions can interrupt thinking and the self-management process		4	
(3C) describe and practice calming and self-management strategies	Practice included in 2	4	Practice included in 3
(3D) describe ways in which peers and families can work together to build healthy relationships		1, 3	
(3E) describe ways to build and maintain friendships		3	
(3F) identify ways to respectfully communicate verbally and nonverbally		4	
(3G) identify feelings and emotions expressed by others		4	
(3H) identify and practice ways to solve conflicts with friends and peers		Not covered explicitly, 3 or 18 could address	
(4A) discuss ways to be kind to self and how to identify areas for growth			2
(4B) explain the importance of goal setting and task completion		23 [in context of nutrition]	
(5A) discuss and demonstrate how to treat peers with different learning needs with dignity and respect		18 [in context of preventing bullying]	
(5B) identify situations that can create positive stress and positive emotions		4	
(5C) discuss the signs and symptoms associated with negative stress such as loss or grief		4	

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Healthy Eating and Physical Activity			
(6A) explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals	Specific food groups not introduced until Grade 4.		
		21 includes these types of foods as part of healthy breakfast	
(6B) identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate	Covered in Grade 5		
(6C) identify the food groups and classify examples of foods into each group	Covered in Grade 4		
(6D) identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners		21	
(7) identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity	Not covered		
(8A) identify common food allergies and explain the importance of respecting others who have allergies	Not covered		
(8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising		8, 21, 22, 24, 25	
Injury and Violence Prevention and Safety			
(9A) discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or another trusted adult or contacting 911		11, 16, 17, 20	
(9B) identify the purpose and demonstrate proper use of protective equipment such as seat belts, booster seats, and bicycle helmets		12	12 [helmets]
(10A) practice refusal skills to protect personal space and avoid unsafe situations		20	
(10B) identify appropriate personal boundaries, privacy, and space		20	
(10C) recall parents'/caregivers' phone numbers as part of a personal safety plan		Can be addressed in 11	
(11A) describe the difference between safe and unsafe environments		9, 11	
(11B) identify ways to avoid weapons and harming oneself or others by staying away from dangerous situations and reporting to a parent or another trusted adult	17 [firearms]	11, 15 & 16 [fire], 17 [emergency reporting], 20 [abuse]	
(12) demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment		18 could also be addressed in 20	
(13A) describe consequences for both the victim and the bully and the impact of bullying on the victim		18	
(13B) discuss ways of discouraging bullying		18	

HEALTH STANDARDS	GRADE K	GRADE 1	GRADE 2
Injury and Violence Prevention and Safety (continued)			
(13C) explain the differences between teasing, joking, and playing around and bullying		18	
(13D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person		18, 20	
Alcohol, Tobacco and Other Drugs*			
(14A) identify the difference between over-the-counter and prescription drugs			6
(14B) identify and describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products on physical health	16 [household products]	26 [tobacco]	
(15) describe what poisoning or overdose could look like and identify how to respond, including who to contact for help		17 [emergency help in general]	
(16) identify how to get help from a parent or another trusted adult related to alcohol, tobacco, and drug abuse		29	
(17) demonstrate refusal skills to avoid substance use and misuse; identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs		26, 28, 29 Formal refusal skills practice begins in Grade 3	

*Grades K–2 cover tobacco; Grades 3 and 4 cover tobacco and alcohol.

HEALTH STANDARDS	GRADE 1	GRADE 2	GRADE 3
Physical Health and Hygiene			
(1A) examine the structure, function, and relationships of body systems and their relevance to personal health; describe ways to protect the five senses such as wearing sunglasses or using a safe volume setting on audio devices		7, 8	
(2A) explain actions an individual should take when not feeling well		6	
(2B) identify ways to avoid deliberate and accidental injuries		9, 10, 11, 12, 13	
(2C) discuss the importance of practicing personal hygiene and health habits		5, 7	
(2D) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;		5 Immunization not covered	
(2E) identify common illnesses and diseases, including asthma, diabetes, and epilepsy, and their symptoms		5 [infectious only]	
(2F) discuss the signs and symptoms of illness that may occur after contact with biting insects, including ticks and mosquitos	Not covered		
Mental Health and Wellness			
(3A) communicate needs, wants, and emotions in healthy ways		3	
(3B) describe and practice calming and self-management strategies		3	
(3C) discuss and explain how thoughts and emotions are related		3	
(3D) explain the effect of peer influence on an individual's social and emotional health	3		
(3E) describe the qualities of a good friend	3		
(3F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others		4, 15	3, 4
(3G) identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues		3	
(3H) identify ways to prevent and repair broken friendships			Can be addressed in 4
(4A) discuss ways to be kind to self and others		2	
(4B) define personal growth and identify areas for one's personal growth		2	
(4C) list the steps and describe the importance of goal setting and task completion		19 [in context of nutrition]	
(5A) identify strategies for managing different learning needs of self and others		Could be addressed in 2 [growth] or 18 [bullying]	
(5B) identify positive and negative stressors and how they impact emotions and learning.		3	

HEALTH STANDARDS	GRADE 1	GRADE 2	GRADE 3
Healthy Eating and Physical Activity			
(6A) identify types of nutrients	Specific nutrients not covered until Middle School		
(6B) use familiar objects to identify healthy food portions from different food groups	Covered in Grade 5		
(6C) identify healthy and unhealthy choices within the food groups	Food groups covered in Grade 4		
		17, 18 [healthy food choices for breakfast and snacks]	
(6D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks		16	
(7) identify various media that provide health information and how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals			21
(8A) identify signs and symptoms of common food allergies	Not covered		
(8B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime		17, 18, 19	
Injury and Violence Prevention and Safety			
(9) describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others		9, 10, 11, 12, 13	
(10A) demonstrate refusal skills to protect personal space and avoid unsafe situations	20		16
(10B) discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe	20 [abuse]	15 [in context of bullying]	16 [abuse]
(11A) describe unsafe situations, including interacting with strangers	11, 20		
(11B) explain ways to avoid weapons and report the presence of unsupervised weapons to a parent or another trusted adult			10, 11
(11C) identify the hazards of unsupervised and improper handling of guns and other weapons			10, 11
(11D) identify two trusted adults not part of the immediate family and recall their phone numbers as part of a personal safety plan	Not covered		
(12A) identify unsafe requests made in a digital or online environment and how to take appropriate action	Could include in 20		Could include in 16
(12B) explain why obtaining help, especially from parents or other trusted adults, is critical when making decisions regarding digital and online use	Not covered		
(12C) identify consequences that result from cyberbullying and inappropriate digital and online usage	Cyberbullying is introduced in Grade 3 – 14		
(13A) describe consequences for the bully and the impact of bullying on the victim		14, 15	

HEALTH STANDARDS	GRADE 1	GRADE 2	GRADE 3
Injury and Violence Prevention and Safety (continued)			
(13B) describe the difference between reporting and tattling		15	
(13C) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety		13, 15	
Alcohol, Tobacco and Other Drugs*			
(14A) describe the purposes of prescription and over-the-counter drugs and their intended benefits		6	
(14B) explain the harmful effects on physical health and how to avoid alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products		22, 23	
(15) describe what poisoning or overdose could look like and identify how to respond, including who to contact for help	Not covered		
(16A) identify unsafe requests related to alcohol, tobacco, and other drugs made by friends		26	
(16B) identify a trusted adult such as a parent, teacher, or law enforcement officer		25	
(17) identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills		24, 25, 26	Formal refusal skills practice begins in Grade 3

*Grades K–2 cover tobacco; Grades 3 and 4 cover tobacco and alcohol.

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Physical Health and Hygiene			
(1A) name, locate, and describe the primary functions and major components of body systems, including the skeletal, muscular, circulatory, and respiratory systems	Not covered [focus is on knowledge that directly affects healthy behavior outcomes]		
(2A) explain the importance of seeking assistance in making decisions about health	13		
(2B) describe methods of accessing information about health	1 [role models]		4
(2C) identify the benefits of decision making about personal health	13, 26		
(2D) identify the importance of taking personal responsibility for developing and maintaining personal hygiene and health habits	6, 7		
(2E) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization	6, 7 Immunization not covered		
(2F) identify that there are diseases such as allergies, asthma, diabetes, and epilepsy that are not caused by germs			5
(2G) identify common vectors, including ticks and mosquitos, and explain how and when to perform a self-check for vectors	Not covered		
Mental Health and Wellness			
(3A) communicate needs, wants, and emotions in healthy ways	2		
(3B) describe strategies for assessing thoughts and applying calming and self-management practices	2		
(3C) discuss and explain how the brain develops through maturation	Not covered		
(3D) distinguish between healthy and harmful influences of friends and others	4		
(3E) describe the characteristics of healthy and unhealthy friendships	4		
(3F) describe the value of respectful communication	3, 4, 5		
(3G) discuss how others may experience situations differently than oneself	4	14, 15	
(3H) demonstrate strategies for resolving conflicts.		15	
(4A) define self-esteem and ways it is formed, including identifying areas for one's personal growth	5 [term <i>self-esteem</i> not used]		
(4B) describe the importance of seeking guidance from a parent or another trusted adult in setting goals	22, 24		
(5A) describe methods for managing challenges related to long-term health conditions	Not covered		
(5B) describe strategies to support others in managing different learning needs	Can be addressed in 4, 5		

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Mental Health and Wellness (continued)			
(5C) describe positive outcomes of stress, including creativity, focus, energy, drive, and purpose		1	
(5D) describe and practice healthy behaviors that reduce stress		3	
(5E) describe the importance of acceptance of oneself and others	5		
Healthy Eating and Physical Activity			
(6A) classify foods by the nutrients they provide		17	
(6B) plan a balanced meal that follows government nutrition guidelines	17		
(6C) examine nutrition labels to identify the difference between foods containing natural sugars and foods with added sugars or sweeteners			18
(6D) identify and categorize foods based on saturated and unsaturated fat content	17		
(7) describe the importance of accessing health information through a variety of credible health resources	21		
(8A) identify the common food allergens listed on food packaging	Not covered		
(8B) describe how healthy and unhealthy behaviors affect body systems and demonstrate refusal skills in dealing with unhealthy eating situations	17, 18, 19, 20, 21		
	Refusal skills around eating are covered in Middle School		
Injury and Violence Prevention and Safety			
(9) develop a home-safety and emergency response plan such as a fire safety plan	10, 11 [as part of the safety research/presentations]		
(10) differentiate between healthy and unhealthy relationships and demonstrate effective strategies to address conflict; identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected	4 [relationships], 20 [refusal skills around boundaries]		
(11A) identify reasons for avoiding violence, gangs, weapons, and drugs			10, 11, 12, 14, 15
	Violence prevention is stressed in Grade 5 and Middle School		
(11B) identify characteristics of safe home, school, and community environments	13		
(11C) discuss the hazards of unsupervised and improper handling of guns and other weapons	10, 11 [as part of the safety research/presentations]		
(11D) create a personal safety plan	13		
(12A) identify and discuss the need for safety awareness in a digital or online environment	Not covered specifically		
(12B) identify appropriate ways to communicate in digital and online environments	Not covered		

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Injury and Violence Prevention and Safety (continued)			
(12C) discuss who is appropriate to communicate with and what is appropriate information to have in digital and online environments	Not covered		
(12D) explain consequences that result from cyberbullying and inappropriate digital and online usage	14, 15 [cyberbullying]		
(13A) describe how to effectively respond to bullying and cyberbullying of oneself or others	14, 15		
(13B) explain the importance of seeking assistance in making decisions about personal safety	13		
(13C) define abuse and neglect	16 [abuse]		
Alcohol, Tobacco and Other Drugs*			
(14A) identify misuse and proper use of over-the-counter and prescription drugs	8		
(14B) describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances, including inhalants, vaping products, and household products, on physical health	25		
(15) describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health	25		
(16) describe the signs of poisoning or overdose and identify how to respond, including who to contact for help	Not covered		
(17A) describe how friends can influence a person's decision to use or not use alcohol or drugs	27, 28		
(17B) describe the difference between reporting and tattling and why it is important to report the use of alcohol, tobacco, and other drugs by friends or peers.	Can be addressed in 26, 29		
(18) demonstrate refusal skills related to alcohol, tobacco, and other drugs using assertive communication	29		

*Grades 3 and 4 cover tobacco and alcohol; Grade 5 focuses on alcohol; other drugs covered beginning in Middle School.

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Physical Health and Hygiene			
(1) name, locate, and describe the primary function and major components of the body systems, including the nervous, immune, digestive, and integumentary systems	Not covered [focus is on knowledge that directly affects healthy behavior outcomes]		
(2A) explain the importance of health information and how it can be used			4
(2B) describe how health care decision making is influenced by external factors such as cost and access	Not covered		
(2C) explain strategies for maintaining personal hygiene and health habits		7, 8, 9	
(2D) distinguish between communicable and noncommunicable illnesses		7	5, 6
(2E) explain actions to take when illness occurs, including asthma, diabetes, and epilepsy			Can be covered in 5
(2F) define vector-borne illnesses and describe how to reduce their risk	Not covered		
Mental Health and Wellness			
(3A) analyze how thoughts and emotions influence behaviors		4	
(3B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger		5	
(3C) discuss and explain how the brain develops during childhood and the role the brain plays in behavior	Not covered		
(3D) identify positive and negative characteristics of social groups		Can be addressed in 14	
(3E) explain the importance of being a positive role model		Can be addressed in 5, 13, 15	
(3F) explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods	Can be addressed in 5		
(3G) identify verbal, physical, and situational cues that indicate how others may feel		4	
(3H) explain the difference between assertive behavior and aggressive behavior		Can be addressed in 13, 14, 15	
	Covered in Middle School		
(4A) discuss ways to help build self-esteem of self, friends, and others, including areas for one's personal growth and ways to gather constructive feedback	Not covered		
(4B) explain the advantages of setting short- and long-term goals		Goals are set in 9, 19	
(4C) explain the importance of time management with respect to a goal		Can be addressed in the goal-setting lessons 9, 19	
(5A) describe methods for managing concerns related to long-term health conditions for self and others			Can be addressed in 5 if optional objective is included

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Mental Health and Wellness (continued)			
(5B) differentiate between positive and negative stress		1	
(5C) define sources of stress, including trauma, loss, and grief		1, 2, 4	
(5D) discuss ways to promote a healthy body image	Covered in Middle School		
(5E) identify ways to express and manage overwhelming emotions without harming oneself, others, or property such as calming strategies or talking to a parent or another trusted adult		5, 6	
Healthy Eating and Physical Activity			
(6A) explain why the body needs each of the six major nutrients contained in foods		17	
(6B) identify nutritional information on menus and food labels			Covered briefly in 18
(6C) determine appropriate portion sizes when eating out, including at fast food restaurants			19
(6D) identify the recommended guidelines for added sugar consumption and explain how excess sugar consumption can impact health, including causing dental cavities and obesity			18
(6E) identify healthy fast-food choices such as ordering smaller serving sizes and substituting salads for fries and grilled foods for fried foods and their associated impacts on health			19
(7) identify the physical, mental, and social benefits of physical fitness		18	
(8A) describe the importance of goal setting and set a goal for making healthy food choices		19	
(8B) gather data from a variety of credible sources to help make informed nutritional and physical activity choices	Not covered		
(9A) describe the connection between physical activity and the prevention of obesity, heart disease, and diabetes		18	6
(9B) differentiate between healthy and unhealthy eating habits and demonstrate refusal skills in dealing with unhealthy eating situations			18, 19
Injury and Violence Prevention and Safety*			
(10) identify and demonstrate strategies for preventing and responding to injuries	<i>HealthSmart does not cover hands-on first-aid procedures</i>		
(11) differentiate between healthy and unhealthy relationships and demonstrate effective strategies to address conflict; explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.	16 [boundaries, unsafe touch]	13 [resisting dares], 14, 15 [conflict resolution]	2 [relationships]

*Grade 4 focuses on injury prevention; Grade 5 focuses on violence prevention.

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Injury and Violence Prevention and Safety* (continued)			
(12A) identify strategies for avoiding violence, gangs, and weapons			10, 12 [fighting]
(12B) identify characteristics of gang behavior			10 [briefly touched on in relation to fighting]
(12C) identify strategies that can be used to promote safety in homes, schools, and communities		11, 12	
(12D) create a personal safety plan		12	
(13A) differentiate between appropriate and inappropriate ways to communicate in digital and online environments	Not covered		
(13B) explain what information is appropriate to share and who it is appropriate to share information with in digital and online environments	Not covered		
(13C) discuss the consequences of cyberbullying and inappropriate digital and online communication in relation to home and school environments	14		7, 8
(14A) analyze distinguishing characteristics of cyberbullying	14		7
(14B) describe the negative impact bullying, including cyberbullying, has on both the victim and the bully	14		7, 8
(14C) explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues			9, 12
(14D) identify types of abuse and neglect and ways to seek help from a parent or another trusted adult	Covered in Middle School		
Alcohol, Tobacco and Other Drugs**			
(15A) explain why some drugs require a prescription	8		
	Medicines also covered in Grades K–2 and Middle School		
(15B) identify the differences between prescription drugs, over-the-counter drugs, other drugs, and dangerous substances, including inhalants, vaping products, and household products	8		
	Medicines also covered in Grades K–2 and Middle School		
(16A) describe the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health		20	
(16B) describe the legal consequences of the misuse of alcohol, tobacco, other drugs, and dangerous substances		20	
(17) describe the signs of poisoning or overdose and identify how to respond, including who to contact for help	Not covered		
(18A) distinguish between positive and negative peer influences and their effects on a person's decision to use or not use alcohol or drugs		21, 24	

*Grade 4 focuses on injury prevention; Grade 5 focuses on violence prevention.

**Grades 3 and 4 cover tobacco and alcohol; Grade 5 focuses on alcohol; other drugs covered beginning in Middle School.

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Alcohol, Tobacco and Other Drugs**			
(18B) identify methods available to report unsafe situations related to alcohol, tobacco, and other drugs		Can be addressed in 20, 24	
(19A) demonstrate refusal skills using assertive communication related to alcohol, tobacco, and other drugs		22, 23	
(19B) identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances		24	
Reproductive and Sexual Health			
(20A) explain changes that occur in males and females during puberty and adolescent development		25, 26	34, 35
(20B) define the menstrual cycle			35

**Grades 3 and 4 cover tobacco and alcohol; Grade 5 focuses on alcohol; other drugs covered beginning in Middle School.

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Physical Health and Wellness			
(1A) describe the structure, functions, and interdependence of the major body systems, including the reproductive, endocrine, and urinary systems	Not covered [focus is on knowledge that directly affects healthy behavior outcomes]		
(2A) explain how to manage common minor illnesses such as colds and skin infections	Not covered		
(2B) identify how to distinguish between myth and fact when accessing information about health			4
(2C) identify decision-making skills that promote individual, family, and community health		28 [decision making in general]	29 [related to alcohol use]
(2D) describe the benefits of promoting health maintenance for individuals and households			6
(2E) analyze how personal hygiene helps prevent the spread of germs and communicable illnesses		7	
(2F) distinguish between treatments if infected by various vectors, including ticks and mosquitos	Not covered		
Mental Health and Wellness			
(3A) analyze how thoughts and emotions influence behaviors			1
(3B) practice and apply strategies for calming and self-management		5	
(3C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups			2
(3D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others			3
(3E) define and differentiate between sympathy and empathy toward others	Not covered		
(3F) describe ways to engage in and promote positive interactions when conflict arises		14, 15	
(4A) identify and demonstrate strategies to help build self-esteem for self, friends, and others			1
(4B) describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals			22, 23 [around eating/activity]
	Goal setting for emotional health is covered in Middle School		
(4C) discuss choices and decision making as part of goal setting			Can be included in 22, 23
(4D) identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback	Goal setting for emotional health is covered in Middle School		
(5A) identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health			9, 12
(5B) discuss how brain development during childhood affects emotions and decision making	Not covered		

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Mental Health and Wellness (continued)			
(6A) compare and contrast healthy and unhealthy methods for managing concerns related to long-term health conditions for self and others			6
(6B) identify situations in which stress can help to achieve goals and build resiliency	Not covered		
(6C) examine ways to reduce the impact of stress, trauma, loss, and grief		6	
(6D) define eating disorders and disordered eating patterns as mental health concerns and the importance of seeking help from a parent or another trusted adult for self or others if these patterns are observed	Covered in Middle School		
(6E) describe situations that call for professional mental health services			13
(6F) discuss healthy alternatives to harming oneself, others, or property and the importance of telling a parent or another trusted adult when someone is struggling to manage overwhelming emotions or lacks support.			13
Healthy Eating and Physical Activity			
(7A) identify foods that are sources of one or more of the six major nutrients			16
(7B) examine food labels and menus for nutritional content, calories, and serving sizes	Covered in Middle School		Covered briefly in 18
(7C) identify the amount of sugar in common beverages and snacks and the daily recommended allowance for added sugar			18 [daily allowances covered in Middle School]
(7D) identify caffeine content of common beverages and health concerns associated with excess caffeine consumption.	Not covered		
(8) explain the physical, mental, and social benefits of fitness			21
(9A) describe the importance of goal setting and set a goal for achieving appropriate levels of physical activity			22, 23
(9B) research and evaluate health products and information about physical activity and nutritional choices			Can be addressed in 4
(10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes			5
(10B) identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes			5

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Injury and Violence Prevention and Safety*			
(11) analyze strategies for preventing and responding to injuries	<i>HealthSmart</i> does not cover hands-on first-aid procedures		
(12A) explain strategies for avoiding violence, gangs, and weapons and define human trafficking			12 [in regard to fighting only]
	Others covered in Middle School		
(12B) examine characteristics of gang behavior	Covered in Middle School		
(12C) identify safety procedures that can be used in various situations, including violence in the home, school, and community		11, 12 [injury risks]	9, 12, 15 [violence related]
(12D) create a personal safety plan		12	
(13A) distinguish between appropriate and inappropriate boundaries for digital and online communication and research	Not covered		
(13B) explain the benefits of identity protection in digital and online environments	Not covered		
(13C) analyze the consequences of cyberbullying and inappropriate digital and online communication in relation to home, school, and community environments			7, 8
(14A) identify methods available to report bullying			9
(14B) identify ways to advocate for self and others to prevent bullying and cyberbullying behavior			9
(14C) explain the impact of abuse and neglect and the importance of reporting abuse and neglect			Can be addressed in 13
Alcohol, Tobacco and Other Drugs**			
(15A) explain the reasons to avoid the misuse of over-the-counter and prescription drugs	Covered in Middle School		
(15B) identify and explain the importance of each component of prescription and over-the-counter drug labels	Covered in Middle School		
(15C) describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances			24
(16A) analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on the functions of the body systems and mental and social health			24, 25
(16B) describe the legal consequences of the illegal use of alcohol, tobacco, other drugs, and dangerous substances			24, 29
(17) describe the signs of poisoning or overdose and identify how to respond, including who to contact for help	Not covered		
(18A) analyze how positive peer influence can be used to help a person decide not to use alcohol or drugs			26, 27, 30

*Grade 4 focuses on injury prevention; Grade 5 focuses on violence prevention.

**Grades 3 and 4 cover tobacco and alcohol; Grade 5 focuses on alcohol; other drugs covered beginning in Middle School.

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Alcohol, Tobacco and Other Drugs**			
(18B) describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and other drugs			31
(19A) assess how being assertive, using refusal skills, and evaluating peer influence can affect decision making and problem solving			26, 28, 29
(19B) identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs			28, 29
(19C) identify and describe healthy alternative activities to the use of drugs and other substances			30
Reproductive and Sexual Health			
(20) identify characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility	Romantic relationships covered in Middle School		2 [healthy relationships in general]
(21A) define sexual harassment, sexual abuse, sexual assault, and sex trafficking	Covered in Middle School		
(21B) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult	Covered in Middle School		
(21C) identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships	Covered in Middle School		
(21D) discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others			2, 3
(22A) explain the physical, social, and emotional changes that occur in males and females during puberty and adolescent development;			34, 35
(22B) describe the process of the menstrual cycle			35
(22C) identify and describe the role of hormones in the growth and development of secondary ex characteristics such as body hair growth and voice change in males			34, 35
(22D) define the processes of fertilization and reproduction	Covered in Middle School		
(22E) identify significant milestones of fetal development	Not covered		

**Grades 3 and 4 cover tobacco and alcohol; Grade 5 focuses on alcohol; other drugs covered beginning in Middle School.