

## **HealthSmart Alignment with Washington State Health Education Learning Standards**



**GRADES  
K-5**

# Health Education

*Note: The Washington State Health Education K-12 Learning Standards are organized into six core ideas that reflect typical units of study. Each core idea organizes outcomes related to the eight learning standards. Each outcome is coded to the relevant learning standard (e.g., H3 for Health Education Standard 3), core idea and topic strand (e.g., N3 for Nutrition Topic Strand 3) and grade level (e.g., 4 for grade 4). For reference, each of the Health Education core ideas and learning standards are listed below.*

## **Washington State Health Education K-12 Core Ideas:**

Wellness (W)  
Safety (Sa)  
Nutrition (N)  
Sexual Health (Se)  
Social Emotional Health (So)  
Substance Use and Abuse (Su)

## **Washington State Health Education K-12 Learning Standards:**

- Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Health education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. They should not, however, use the standards to compare students. The standards and outcomes consider differences in cultural norms and access to resources outside of school and include alternative activities to engage students. Health education teachers may modify terminology when implementing the standards to ensure that students understand the concepts. The Health Education Glossary contains definitions for many of the terms used in the standards and outcomes.

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>Health Education Core Idea: Wellness (W)</b>					
<b>1. Dimensions of Health</b>					
H1.W1.K Recognize meaning of healthy and unhealthy. <b>4</b>	H1.W1.1 Understand what it means to be healthy. Implied in <b>1, 2, 3</b>	H1.W1.2 Describe what it means to be healthy. <b>7</b>	H1.W1.3 Recognize dimensions of health. <b>1</b>	H1.W1.4 Identify dimensions of health. <b>Covered in Grades 3 &amp; 5</b>	H1.W1.5 Describe dimensions of health. <b>1</b>
<b>2. Hygiene</b>					
H1.W2.Ka Recognize basic hygiene practices. <b>6</b>	H1.W2.1 Describe basic hygiene practices. <b>5, 6</b>	H1.W2.2 Describe benefits of hygiene practices. <b>7, 8</b>	H7.W2.3 Demonstrate effective hygiene practices. <b>6, 7</b>	H1.W2.4 Describe personal hygiene needs associated with the onset of puberty. <b>27</b>	H1.W2.5 Explain how family, peers, media, and culture influence decision-making related to hygiene practices. <b>Not covered</b>
	H1.W2.Kb Understand which elements of hygiene are essential to good health. <b>5</b>				
<b>3. Disease Prevention</b>					
H1.W3.Ka Understand germs can cause diseases. <b>6</b>	H1.W3.1a Describe ways to prevent the spread of germs. <b>5</b>	H1.W3.2a Understand bacteria and viruses are types of germs. <b>Covered in Middle School</b>	H1.W3.3a Identify ways pathogens enter the body. <b>6</b>	H1.W3.4a List ways to prevent debilitating or life-threatening diseases. <b>7</b> [foundations through healthy habits]	H1.W3.5a Understand relationship between disease prevention and quality of life. <b>5, 6</b>
		H1.W3.2b Describe differences between communicable and noncommunicable diseases. <b>5</b>	H1.W3.3b Identify common chronic diseases and allergies. <b>Covered in Grade 5</b>		
H1.W3.Kb Identify ways germs are transmitted. <b>6</b>	H1.W3.1b Understand differences between communicable and noncommunicable diseases. <b>Covered in Grade 2</b>		H1.W3.3c Explain how common childhood illnesses are treated. <b>8</b>	H1.W3.4b Identify ways to keep the immune system strong. <b>7</b> [foundations through healthy habits]	H1.W3.5b Describe how heredity can affect personal health. <b>Covered in Middle School</b>
H1.W3.Kc Describe symptoms that occur when a person is sick. <b>7</b>					
<b>4. Analyzing Influences</b>					
H2.W4.K Identify how family influences health practices and behaviors. <b>3</b>	H2.W4.1 Describe how family and friends influence health practices and behaviors. <b>2, 3</b>	H2.W4.2 Understand how media influences health decisions and behaviors. <b>Analyzing influence of media begins in Grade 3</b>	H2.W4.3 Describe how media and technology influence health decisions and behaviors. <b>21, 28</b>	H2.W4.4 Identify how culture influences health decisions and behaviors. <b>21</b>	H2.W4.5 Analyze how family, peers, media, culture, and technology influence health decisions and behaviors. <b>2, 7, 8, 11, 14, 19, 26, 27, 30, 33, 36</b>

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>Health Education Core Idea: Wellness (W)</b> (continued)					
<b>5. Access Valid Information</b>					
H3.W5.K Identify trusted adults and professionals who can help promote health. <b>3</b>	H3.W5.1 Identify where to locate trusted adults who can help promote health. <b>1, 9, 29</b>	H3.W5.2 Identify characteristics of valid health information and services. [Accessing resources other than trusted adults begins in Grade 3]	H3.W5.3 Investigate resources from home, school, and community that provide valid health information. <b>1</b>	H3.W5.4 Investigate validity of health and wellness information, products, and services. <b>20, 27</b>	H3.W5.5 Demonstrate how to access valid information, products, and services. <b>4, 5, 31</b>
<b>6. Communication</b>					
H4.W6.K Demonstrate healthy ways to express needs, wants, and feelings. <b>2</b>	H1.W6.1 Identify verbal and nonverbal communication. <b>4</b>	H4.W6.2a Demonstrate active listening skills to enhance communication. <b>Covered in Grade 3</b>	H4.W6.3a Demonstrate effective refusal skills. <b>16, 29</b>	H4.W6.4 Demonstrate appropriate strategies to manage or resolve conflict. <b>14, 15</b>	H4.W6.5 Demonstrate appropriate interpersonal communication skills. <b>3</b>
	H4.W6.1 Demonstrate ways to respond to an unwanted, threatening, or dangerous situation. <b>17, 18, 20</b>	H4.W6.2b Identify skills for assertive communication. <b>Refusal skills instruction begins in Grade 3</b>	H4.W6.3b Recognize how to ask for needs. <b>2, 4, 15, 16</b>	H5.W6.4 Recognize steps to a decision-making model. <b>28</b>	
<b>7. Decision-Making</b>					
H5.W7.K Identify situations when a health-related decision is needed. <b>18, 20, 28</b>	H5.W7.1 Differentiate between situations when a health-related decision can be made individually and when assistance is needed. <b>9</b>	H5.W7.2 Identify healthy options for making a health-related decision. <b>9, 10, 11, 12, 26</b>	H5.W7.3 Predict potential short-term outcomes of a health-related decision. <b>13, 26</b>	H5.W7.4 Predict potential long-term outcomes of a health-related decision. <b>28</b>	H5.W7.5 Apply decision-making skills to make a health-enhancing choice. <b>12, 29</b>
<b>8. Goal-Setting</b>					
H6.W8.K Identify a personal health goal. <b>5, 6, 23, 25</b>	H6.W8.1 Identify people who can support achievement of a personal health goal. <b>8, 23</b>	H6.W8.2 Describe steps to achieve a personal health goal. <b>13, 19, 21</b>	H6.W8.3 Identify resources to support achievement of a personal health goal. <b>12, 22, 24</b>	H6.W8.4 Create a personal health goal and track progress toward achieving it. <b>9, 19</b>	H6.W8.5 Analyze progress toward achieving a personal health goal. <b>22, 23</b>

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4*	GRADE 5*
<b>Health Education Core Idea: Safety (Sa)</b>					
<b>1. Injury Prevention</b>					
H1.Sa1.Ka Identify safety hazards in the home. <b>16, 17, 20</b>	H1.Sa1.1a Identify safety hazards in the home. <b>13, 14</b>	H1.Sa1.2a Identify safety hazards in the community. <b>9, 11, 12, 13</b>	H1.Sa1.3a Identify ways to prevent injuries at home, at school, and in the community. <b>9, 10, 11</b>	H1.Sa1.4 Identify ways to prevent injuries in recreational activities. <b>11, 12</b>	H1.Sa1.5a Identify dangerous or risky behaviors that might lead to injuries. <b>Covered in Grade 4</b>
H1.Sa1.Kb Recognize bicycle, pedestrian, and transportation safety rules. <b>12, 13, 14, 15</b>	H1.Sa1.1b Understand bicycle, pedestrian, and transportation safety rules. <b>10, 11, 12</b>	H1.Sa1.2b Describe bicycle, pedestrian, and transportation safety rules. <b>9, 10, 12, 13</b>			
H1.Sa1.Kc Identify fire, water, and sun safety rules. <b>Covered in Grades 1 &amp; 2</b>	H1.Sa1.1c Understand fire, water, and sun safety rules. <b>15, 16</b> [Fire only, water/sun covered in Grade 2]	H1.Sa1.2c Describe emergency, fire, and safety plans at home and at school. <b>Covered in Grade 1</b>	H1.Sa1.3b Create emergency, fire, and safety plans for home. <b>9, 10</b> [depending on topic students choose]	H7.Sa1.4 Describe practices and behaviors that promote safety and reduce or prevent injuries. <b>10, 11, 12</b>	H1.Sa1.5b Identify safety precautions for playing and working outdoors. <b>Covered in Grade 4</b>
H1.Sa1.Kd Explain potential dangers of weapons. <b>17</b>	H1.Sa1.1d Explain importance of reporting to an adult when seeing or hearing about someone having a weapon. <b>Covered in Grade K.</b> Can be added to <b>9</b>	H1.Sa1.2d Understand importance of avoiding weapons when unsupervised <b>Covered in Grade K</b>			H1.Sa1.5c Predict potential outcomes when making a decision related to injury prevention. <b>Covered in Grade 4</b>
<b>2. First Aid</b>					
H1.Sa2.Ka Understand differences between emergency and nonemergency situations. <b>18</b>	H1.Sa2.1a Identify people to ask for help in emergency situations. <b>9, 11, 17</b>	H1.Sa2.2a Recognize local emergency alert system. <b>Not Covered</b>	H1.Sa2.3a Describe safety rules to follow in a disaster. <b>9, 10</b> [depending on topic students choose]	H1.Sa2.4a Describe how to prepare for an emergency. Can be addressed in <b>11, 12</b>	H1.Sa2.5 Explain how to respond to emergency situations. <b>Covered in Grade 4</b>
H1.Sa2.Kb Identify people to ask for help in an emergency situation at school. <b>18</b>	H1.Sa2.1b Explain and demonstrate how to call 911. <b>17</b>	H1.Sa2.2b Identify people who can help when someone is injured or suddenly ill. <b>Covered in Grades K &amp; 1</b>	H1.Sa2.3b Identify basic first aid steps. <b>HealthSmart does not cover first aid.</b>	H1.Sa2.4b Understand basic first aid for minor injuries. <b>HealthSmart does not cover first aid.</b>	

\*Note: HealthSmart Grade 4 focuses on Injury Prevention; Grade 5 focuses on Violence Prevention

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4*	GRADE 5*
<b>Health Education Core Idea: Safety (Sa) (continued)</b>					
<b>2. First Aid (continued)</b>					
H1.Sa2.Kc Identify how to call 911 in emergency situations. <b>19</b>					
<b>3. Violence Prevention</b>					
H1.Sa3.K Understand definition of violence and abuse. <b>10</b> [exploration of what feeling safe means]	H1.Sa3.1 Recognize different types of violence and abuse. <b>18, 20</b>	H1.Sa3.2a Describe different types of violence and abuse. <b>14</b> [bullying only; inappropriate touch covered in Grade 1]	H1.Sa3.3a Identify potentially violent situations. <b>13, 14, 15, 16</b>	H1.Sa3.4a Explain how potentially violent situations can be avoided. <b>Covered in Grade 5</b>	H1.Sa3.5a Describe ways to prevent, reduce, and avoid violent situations. <b>9, 12, 15</b>
		H1.Sa3.2b Identify healthy and unhealthy group characteristics. [Could be added to <b>14</b> on bullying, but not covered explicitly.]	H1.Sa3.3b Differentiate between gang, clique, and club. <b>Not covered</b>	H1.Sa3.4b Explain importance of communicating and interacting safely when using electronic media <b>Covered in Grade 5</b> [cyberbullying]	H1.Sa3.5b Analyze how violent behavior impacts self and others. <b>7, 8, 10, 11, 15</b>
			H1.Sa3.3c Understand impact of violent behavior on others. <b>14</b> [bullying]	H2.Sa3.4 Identify influences on violence and violence prevention. <b>Covered in Grade 5</b>	H4.Sa3.5 Describe effective communication skills to prevent, reduce, and avoid violent situations in person or on electronic media. <b>9, 12</b>
<b>Health Education Core Idea: Nutrition (N)</b>					
<b>1. Food Groups and Nutrients</b>					
H1.N1.Ka Recognize food groups. <b>22</b> [healthy foods in general, vs. specific groups]	H1.N1.1a Match foods to food groups. <b>Food groups not covered until Grade 4</b>	H1.N1.2a Understand how to create a balanced meal. <b>Covered in Grade 3</b>	H1.N1.3a Create a balanced meal. <b>17</b>	H1.N1.4a Create a balanced daily food plan. <b>19</b>	H5.N1.5 Analyze a food journal to create a more balanced food plan. <b>22, 23</b>

\*Note: HealthSmart Grade 4 focuses on Injury Prevention; Grade 5 focuses on Violence Prevention

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>Health Education Core Idea: Nutrition (N)</b> (continued)					
<b>1. Food Groups and Nutrients</b> (continued)					
H1.N1.Kb Identify healthy and unhealthy foods. <b>22</b>	H1.N1.1b Distinguish between healthy and unhealthy foods. <b>21</b> [breakfast only]	H1.N1.2b Describe how each food group contributes to a healthy body. <b>18</b> [fruits and vegetables] <b>Food groups not covered until Grade 4</b>	H1.N1.3b Define nutrient. <b>Specific nutrients covered in Middle School</b>	H1.N1.4b Classify nutrients found in foods. <b>16, 17</b> [food jobs, specific nutrients introduced in Middle School]	
H1.N1.Kc Recognize importance of eating breakfast. <b>Covered in Grade 1</b>	H1.N1.1c Understand importance of eating breakfast and lunch. <b>21</b> [breakfast only]	H1.N1.2c Understand importance of eating meals throughout the day. <b>Not covered</b>	H1.N1.3c List six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. <b>Specific nutrients covered in Middle School</b>	H1.N1.4c Describe how each nutrient contributes to a healthy body. <b>16, 17</b> [food groups in general, specific nutrients covered in Middle School]	
<b>2. Beverages</b>					
H1.N2.Ka Identify daily recommended water intake. <b>23</b>	H1.N2.1 Recognize importance of drinking water. <b>22</b>	H1.N2.2 Identify benefits of drinking recommended intake of water. <b>16</b>	H1.N2.3 Explain importance of choosing healthy beverages. <b>18</b>	H1.N2.4 Identify impact of high-sugar and high-caffeine drinks. <b>Covered in Grade 3</b>	H5.N2.5 Compare beverages to make a healthy choice. <b>19</b>
H1.N2.Kb Identify healthy and unhealthy beverages. <b>Covered in Grade 2</b>					
<b>3. Label Literacy</b>					
<i>Developmentally appropriate outcomes first appear in grade 1.</i>	H1.N3.1 Identify location of a Nutrition Facts label. <b>Nutrition labels covered in Middle School</b>	H3.N3.2 Identify purpose of a Nutrition Facts label. <b>Nutrition labels covered in Middle School</b>	H1.N3.3a Identify types of information on a Nutrition Facts label. <b>Nutrition labels covered in Middle School</b>	H1.N3.4 Explain how to use information found on a Nutrition Facts label. <b>Nutrition labels covered in Middle School</b>	H3.N3.5 Differentiate between healthy and unhealthy foods according to Nutrition Facts labels. <b>Nutrition labels covered in Middle School</b>
			H1.N3.3b Understand importance of reading a Nutrition Facts label. <b>Nutrition labels covered in Middle School</b>	H3.N3.4 Compare and contrast Nutrition Facts labels for Nutrition information. <b>Nutrition labels covered in Middle School</b>	

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>Health Education Core Idea: Nutrition (N)</b> (continued)					
<b>4. Caloric Intake and Expenditure</b>					
H1.N4.K Describe body signals that tell a person when they are hungry and when they are full. <b>21</b>	H1.N4.1 Understand food provides energy for the body. <b>21</b>	H1.N4.2 Identify healthy eating patterns that provide energy and help the body grow and develop. <b>17</b> [breakfast], <b>18</b> [snacks]	H1.N4.3a Distinguish between different energy sources: proteins, fats, carbohydrates. <b>Covered in Middle School</b>	H1.N4.4a Describe why individuals have different caloric needs. <b>Covered in Middle School</b>	H1.N4.5 Describe how the body's function and composition are affected by food consumption. <b>16, 17</b> [covered in more depth in Middle School]
			H1.N4.3b Understand the relationship between caloric intake and expenditure. <b>Covered in Middle School</b>	H1.N4.4b Identify ways to balance caloric intake and expenditure. <b>Covered in Middle School</b>	
<b>5. Disease Prevention</b>					
H1.N5.K Understand that food choices affect health. <b>21, 22</b>	H1.N5.1 Understand that food choices can contribute to a healthy body. <b>21</b>	H1.N5.2 Understand that food choices can put individuals at risk for some health problems. <b>16</b> [unhealthy beverages], <b>17</b> [breakfast foods], <b>18</b> [snacks]	H1.N5.3a Identify foods that are high in sodium and added sugars. <b>17, 18</b>	H1.N5.4a Identify foods that are high in fat and low in fat. <b>16, 17</b>	H1.N5.5a Analyze how healthy eating reduces health risks and promotes growth. <b>16, 17</b> [covered in more depth in Middle School]
			H1.N5.3b Describe benefits of limiting consumption of sodium and added sugars. <b>17, 18</b>	H1.N5.4b Describe benefits and consequences of consuming fats. <b>16, 17</b> [food groups in general, specific nutrients covered in Middle School]	H1.N5.5b Explain importance of eating in moderation to promote health. <b>19</b>
			H1.N5.3c Describe benefits of consuming fruits, vegetables, and whole grains. <b>17, 19, 20</b>	H1.N5.4c Describe how vitamins and minerals contribute to disease prevention. <b>16, 17</b> [food groups in general, specific nutrients introduced in Middle School]	H1.N5.5c Describe how fiber contributes to disease prevention. <b>Covered in Middle School</b>

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>Health Education Core Idea: Nutrition (N)</b> (continued)					
<b>6. Nutritional Planning</b>					
H2.N6.K Identify influences on food and beverage choices and eating behaviors. <b>22</b>	H2.N6.1 Identify how family influences food and beverage choices and eating behaviors. <b>22</b>	H2.N6.2 Identify how family, school, and community influence food and beverage choices and eating behaviors. <b>Covered in Grade 3</b>	H2.N6.3 Identify how peers, media, and technology influence food and beverage choices and eating behaviors. <b>17</b>	H2.N6.4 Describe how family, school, community, peers, media, and technology influence food and beverage choices and eating behaviors. <b>Covered in Grades 3 &amp; 5</b>	H2.N6.5 Analyze how community, peers, media, technology, and culture influence decision-making related to food and beverage choices and eating behaviors. <b>19</b>
		H5.N6.2 Recognize decision-making or refusal skills that could help when making food choices. <b>17, 18</b> [simple yes/no around healthy breakfast foods and snacks]	H3.N6.3 Identify reliable resources that promote healthy eating. <b>Not covered</b>	H3.N6.4 Identify resources that can help achieve a healthy eating goal. <b>19</b>	H4.N6.5 Demonstrate how to effectively ask for help to improve personal food choices and promote healthy eating. <b>22, 23</b> [in connection with who can help with a goal]
			H6.N6.3 Develop a healthy eating goal. <b>22</b>	H6.N6.4 Develop a plan to achieve a healthy eating goal. <b>19</b>	H7.N6.5 Assess progress toward achieving a healthy eating goal. <b>22, 23</b>
			H4.N6.3 Demonstrate effective refusal skills to limit unhealthy food choices and promote healthy eating. <b>Covered in Middle School</b>		
<b>Health Education Core Idea: Sexual Health (Se)</b>					
<b>1. Anatomy and Physiology</b>					
H1.Se1.K Understand boys and girls have some body parts that are the same and some that are different. <b>4</b> [will need to add gender differences]	H1.Se1.1 Identify medically accurate names for body parts, including external reproductive anatomy. <b>Covered in Grade 4</b>	H1.Se1.2 Use medically accurate names for body parts, including external reproductive anatomy. <b>Covered in Grade 4</b>	H1.Se1.3 Recognize medically accurate names for body parts, including internal and external reproductive anatomy. <b>Covered in Grade 5</b>	H1.Se1.4 Label medically accurate names for body parts, including internal and external reproductive anatomy. <b>Covered in Grade 5</b>	H1.Se1.5 Understand functions of reproductive systems. <b>34, 35</b>

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>Health Education Core Idea: Sexual Health (Se) (continued)</b>					
<b>2. Growth and Development</b>					
H1.Se2.K Understand living things grow and mature. <b>Covered in Grade 2</b>	H1.Se2.1 Describe how living things grow and mature. <b>Covered in Grade 2</b>	H1.Se2.2 Understand physical changes are part of growth and development. <b>2</b>	H1.Se2.3 Understand puberty is part of the process of growth and development. <b>Covered in Grade 4</b>	H1.Se2.4a Understand physical, social, and emotional changes occur during puberty. <b>25, 26, 27</b>	H7.Se.2.5 Identify ways to manage physical, social, and emotional changes that occur during puberty. <b>32, 33</b>
				H1.Se2.4b Recognize puberty and physical development can vary considerably. <b>25, 26, 27</b>	
<b>3. Reproduction</b>					
<i>Developmentally appropriate outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate outcomes first appear in Grade 2.</i>	H1.Se3.2 Understand living things can reproduce. <b>Covered in Grade 4</b>	H1.Se3.3 Understand humans can reproduce. <b>Covered in Grade 4</b>	H1.Se3.4 Understand reproductive organs allow living things to reproduce. <b>26</b>	H1.Se3.5 Recognize puberty prepares the body for reproduction. <b>33, 34, 35</b>
<b>4. HIV Prevention</b>					
<i>Developmentally appropriate outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate outcomes first appear in Grade 4.</i>	H1.Se4.4 Understand how communicable diseases are transmitted. <b>7</b>	H1.Se4.5a Define human immunodeficiency virus (HIV). <b>Supplemental Lesson</b>
					H1.Se4.5b Identify methods of transmission and prevention of HIV. <b>Supplemental Lesson</b>
<b>5. Self-Identity</b>					
H1.Se5.K Understand there are many ways to express gender. <b>1</b> [uniqueness in general, respecting differences]	H1.Se5.1 Explain that there are many ways to express gender. <b>Covered in Grade 5</b>	H1.Se5.2a Understand there is a range of gender roles and expression. <b>Covered in Grade 5</b>	H1.Se5.3a Explain that gender roles can vary considerably. <b>Covered in Grade 5</b>	H2.Se5.4 Identify how friends and family can influence ideas regarding gender roles, identity, and expression. <b>Covered in Grade 5</b>	H2.Se5.5a Describe how media, society, and culture can influence ideas regarding gender roles, identity, and expression. <b>36</b>

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>Health Education Core Idea: Sexual Health (Se)</b> (continued)					
<b>5. Self-Identity</b> (continued)					
		H1.Se5.2b Understand importance of treating others with respect regarding gender expression. <b>Covered in Grade 5</b>	H1.Se5.3b Understand importance of treating others with respect regarding gender identity. <b>Covered in Grade 5</b>	H4.Se5.4 Demonstrate ways to show respect for all people. <b>5, 14</b>  H1.Se5.4 Define sexual orientation. <b>Covered in Middle School</b>	H8.Se5.5 Promote ways to show respect for all people. <b>36</b>  H2.Se5.5b Identify trusted adults to ask questions about gender identity and sexual orientation. <b>33</b> [adult support for range of issues]
<b>6. Healthy Relationships</b>					
H1.Se6.Ka Recognize characteristics of a friend. <b>Covered in Grade 1</b>	H1.Se6.1a Describe characteristics of a friend. <b>3</b>	H1.Se6.2a Identify characteristics and benefits of healthy friendships. <b>Covered in Grades 1 &amp; 3</b>	H1.Se6.3a List characteristics of healthy and unhealthy friendships. <b>4</b>	H1.Se6.4 Describe characteristics of healthy friendships and other relationships. <b>Covered in Grades 3 &amp; 5</b>	H1.Se6.5a Differentiate between healthy and unhealthy relationships. <b>2</b>
H1.Se6.Kb Recognize ways to express feelings. <b>22</b>	H1.Se6.1b Identify healthy ways to express feelings. <b>4</b>	H4.Se6.2a Describe healthy ways for family members and friends to express feelings toward each other. <b>1</b>	H4.Se6.3a Identify trusted adults to communicate with about relationships. <b>2, 5</b>	H2.Se6.4a Explain importance of communicating with trusted adults about relationships. <b>27</b>	H1.Se6.5b Explain importance of using social media safely, legally and respectfully. <b>7</b> [in relation to cyberbullying only]
H1.Se6.Kc Identify safe and unwanted touch. <b>Covered in Grade 1</b> Can be expanded to cover this if needed in <b>10</b>	H1.Se6.1c Explain safe and unwanted touch. <b>20</b>	H1.Se6.2b Explain why unwanted touches should be reported to a trusted adult. <b>Covered in Grades 1 &amp; 3</b>	H4.Se6.3b Identify positive ways to communicate differences of opinion while maintaining relationships. <b>3, 4</b>	H4.Se6.4 Demonstrate positive ways to communicate differences of opinion and feelings while maintaining relationships. <b>14, 15</b>	H8.Se6.5 Understand how to support a peer to recognize healthy and unhealthy relationships. <b>2</b>

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>Health Education Core Idea: Sexual Health (Se)</b> (continued)					
<b>6. Healthy Relationships</b> (continued)					
H1.Se6.Kd Recognize people have the right to refuse giving or receiving unwanted touch. <b>Covered in Grade 1.</b> Can be expanded to cover this if needed in <b>10</b>	H4.Se6.1 Describe how to tell a trusted adult about unwanted touch. <b>20</b>	H4.Se6.2b Demonstrate how to tell trusted adults about unwanted touch until action is taken. <b>Covered in Grades 1 &amp; 3</b>	H1.Se6.3b Understand that a child is not at fault if an unwanted touch occurs. <b>16</b>	H2.Se6.4b Understand ways family, friends, and peers can have a positive or negative influence on relationships. <b>Covered in Grade 5</b>	H1.Se6.5c Define sexual abuse. <b>Covered in Middle School</b>
<b>Health Education Core Idea: Social Emotional Health (So)</b>					
<b>1. Self-Esteem</b>					
H1.So1.K Understand positive self-talk. <b>1</b> [not specifically called self-talk]	H1.So1.1 Compare and contrast positive and negative self-talk. <b>4</b> could be expanded to cover self-talk in response to feelings	H1.So1.2a Identify personal strengths and challenges. <b>2</b> [in relation to growing and changing]	H1.So1.3a Define self-esteem. <b>5</b> [valuing self, specific term could be introduced]	H1.So1.4a Compare and contrast high and low self-esteem. <b>Not covered</b>	H1.So1.5a Explain how high self-esteem is a sign of emotional well-being. <b>1</b> [valuing self, specific term could be introduced]
		H1.So1.2b Recognize that practice develops confidence. <b>2</b> [in relation to growing and changing]	H1.So1.3b Identify characteristics of healthy self-esteem. <b>5</b> [valuing self, specific terms could be introduced]	H1.So1.4b Understand the connection between self-esteem and healthy decision-making. Can be addressed in <b>28</b>	H1.So1.5b Recognize how self-esteem is impacted by family and peers. Could introduce in <b>1, 2, 3</b>
			H1.So1.c Understand self-esteem can be enhanced by working through challenges. <b>5</b> [valuing self, specific terms could be introduced]		

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>Health Education Core Idea: Social Emotional Health (So)</b> (continued)					
<b>2. Body Image</b>					
<i>Developmentally appropriate outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate outcomes first appear in Grade 2.</i>	H1.So2.2 Understand body size, shape, and appearance are partially determined by genetics. Could be addressed or added to <b>2</b>	H2.So2.3 Identify positive and negative influences on body image. <b>Covered in Middle School</b>	H2.So2.4 Understand influences of family, culture, and media on body image. <b>Covered in Middle School</b>	H2.So2.5 Describe influence of peers and social media on body image. <b>Covered in Middle School</b>
<b>3. Stress Management</b>					
H1.So3.K Identify characteristics of stress. <b>2</b> [feelings of anxiety]; stress covered beginning in Grade 4	H1.So3.1 Recognize positive and negative effects of stress. <b>4</b> [feelings of anxiety] Stress covered beginning in Grade 4	H1.So3.2a Identify causes of stress. <b>3</b> [troublesome feelings] Stress not named explicitly until Grade 4	H1.So3.3a Explain how the body reacts to stress. <b>Covered in Grade 4</b>	H1.So3.4a Explain emotional reactions to stress. <b>1</b>	H8.So3.5 List ways to support others in stressful situations. <b>13</b>
	H7.So3.1 Identify basic stress management techniques. <b>4</b> [asking for help with strong feelings, anger management] Stress covered beginning in Grade 4	H1.So3.2b Describe stress management techniques. <b>3, 4</b> [troublesome feelings] Stress not named explicitly until Grade 4	H1.So3.3b Identify personal stressors. <b>Covered in Grade 4</b>	H1.So3.4b Describe relationship between attitude and stress. <b>2</b>	H7.So3.5 Compare healthy and unhealthy ways to manage stress. <b>Covered in Grade 4</b>
			H7.So3.3 Identify strategies to manage personal stress. <b>Covered in Grade 4</b>	H1.So3.4c Explain how stress management techniques positively impact health. <b>3</b>	
<b>4. Expressing Emotions</b>					
H1.So4.Ka Identify different kinds of emotions. <b>2</b>	H1.So4.1a Describe appropriate ways to express emotions. <b>4</b>	H4.So4.2 Demonstrate appropriate ways to express emotions. <b>3</b>	H1.So4.3a Describe importance of being aware of one's own feelings. <b>2</b>	H4.So4.4a Explain how expression of emotions may impact others. <b>4, 5, 6</b>	H1.So4.5a Understand ways to manage difficult emotions. <b>12</b> Also covered in Grade 4
H1.So4.Kb Identify appropriate ways to express and manage emotions. <b>2</b>	H1.So4.1b Recognize importance of being sensitive to others' feelings. <b>4</b>	H1.So4.2 Understand relationship between emotions and behaviors. <b>3</b>	H1.So4.3b Identify characteristics of self-control. <b>Covered in Grades 2 &amp; 4</b>	H4.So4.4b Understand how to express empathy. <b>14</b>	H1.So4.5b Identify resources for managing emotions. <b>13</b> Also covered in Grade 4

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>Health Education Core Idea: Social Emotional Health (So) (continued)</b>					
<b>5. Harassment, Intimidation, and Bullying</b>					
H1.So5.K Recognize bullying and teasing. <b>11</b>	H1.So5.1a Distinguish between bullying and teasing. <b>18</b>	H1.So5.2 Define bystanders and interveners related to bullying. <b>14, 15</b>	H4.So5.3 Demonstrate how to respond appropriately to bullying or teasing. <b>14, 15</b>	H1.So5.4 Compare and contrast bullying, teasing, harassment, and intimidation. <b>Covered in Grade 5</b>	H1.So5.5a Explain how bullying, intimidation, and harassment affect individuals. <b>7, 8, 10, 11</b>
H4.So5.K Recognize ways to respond appropriately to bullying and teasing. <b>11</b>	H1.So5.1b Discuss harmful effects of bullying and teasing. <b>18</b>	H8.So5.2 Identify strategies to intervene safely when someone is being bullied or teased. <b>14, 15</b>	H8.So5.3 Identify benefits of intervening and disadvantages of being a bystander. <b>14, 15</b>	H4.So5.4 Demonstrate how to respond appropriately to bullying, harassment, and intimidation. <b>Covered in Grades 3 &amp; 5</b>	H8.So5.5 Advocate for self and others to prevent bullying, harassment, and intimidation. <b>9, 15</b>
	H4.So5.1 List ways to respond appropriately to bullying and teasing. <b>18</b>		H1.So5.3 Recognize harassment and intimidation. <b>14, 15</b>		H1.So5.5b Define sexual harassment. <b>Covered in Middle School and High School</b>
					H1.So5.5c Understand cyber-bullying. <b>14</b>
<b>Health Education Core Idea: Substance Use And Abuse (Su)</b>					
<b>1. Use and Abuse</b>					
H1.Su1.Ka Understand how medicines are used correctly. <b>7</b>	H1.Su1.1a Understand differences between safe and unwanted medicine use. <b>Covered in Grades K &amp; 2</b>	H1.Su1.2a Understand differences between prescription medicines, over-the-counter medicines, and harmful drugs. <b>6</b> [kinds of medicines only]	H1.Su1.3a Compare and contrast prescription and over-the-counter medicines with harmful drugs. <b>6</b> [kinds of medicines only]	H1.Su1.4a Understand differences between medically accurate use and abuse of prescriptions and over-the-counter medicines. <b>Covered in Grade 3</b>	H3.Su1.5 Identify reliable sources of information about tobacco, alcohol, and other drugs. <b>24</b> [alcohol only]
H1.Su1.Kb Recognize differences between medicines and harmful drugs. <b>Not covered until Middle School</b>	H1.Su1.1b Identify different medicines and harmful drugs. <b>Covered in Grade 2</b> [medicines only]	H1.Su1.2b Understand commonly used terms for tobacco and alcohol. <b>23</b> [tobacco only]	H1.Su1.3b Understand commonly used terms for marijuana. <b>Covered in Middle School</b>	H1.Su1.4b Understand tobacco, alcohol, and marijuana are illegal for minors. <b>20</b> [tobacco & alcohol only]	H1.Su1.5a Identify a variety of tobacco, alcohol, and marijuana products. <b>Covered in Grade 4</b> [tobacco & alcohol only]

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>Health Education Core Idea: Substance Use And Abuse (Su)</b> (continued)					
<b>1. Use and Abuse</b> (continued)					
H3.Su1.Kc Identify trusted adults at home and school who administer prescriptions and over-the-counter medicines. <b>7</b>	H1.Su1.1c Understand tobacco and alcohol are harmful drugs. <b>26</b> [tobacco only]		H2.Su1.3 Identify how family, school, and community influence decisions related to tobacco, alcohol, and marijuana. <b>27, 28</b> [tobacco & alcohol only]	H1.Su1.4c Describe reasons people use tobacco, alcohol, and other drugs. <b>21</b> [tobacco & alcohol only]	H1.Su1.5b Recognize that tobacco, alcohol, and other drugs can be addictive. <b>24</b> [alcohol only]
				H2.Su1.4 Identify how peers, media, and technology influence decisions related to tobacco, alcohol, and marijuana. <b>21</b> [tobacco & alcohol only]	H2.Su1.5 Describe how family, school, community, peers, media, and technology influence decisions related to use of tobacco, alcohol, marijuana, and other drugs. <b>26, 27</b> [alcohol only]
<b>2. Effects</b>					
<i>Developmentally appropriate outcomes first appear in Grade 1.</i>	H1.Su2.1 Recognize effects of medicines used incorrectly. <b>Covered in Grade 2</b>	H1.Su2.2 Understand effects of tobacco and alcohol. <b>23, 24</b> [tobacco only]	H1.Su2.3 Describe effects of tobacco, secondhand smoke, alcohol, and marijuana. <b>25</b> [tobacco & alcohol only]	H1.Su2.4 Describe harmful effects of medicines, tobacco, alcohol, and marijuana. <b>20</b> [tobacco & alcohol only]	H1.Su2.5a Recognize substances are more addictive and harmful during growth and development. <b>24</b> [alcohol only]
					H1.Su2.5b Explain how substance abuse can affect family and friends. <b>31</b> [alcohol only]
<b>3. Prevention</b>					
H1.Su3.K Understand importance of using medicines only with supervision of a trusted adult. <b>7</b>	H4.Su3.1 Recognize how to tell a trusted adult when offered nonprescribed medicine or harmful drugs. <b>29</b> [tobacco only]	H4.Su3.2 Describe how to use refusal skills when offered nonprescribed medicine or harmful drugs. <b>Refusal skills instruction begins in Grade 3</b>	H4.Su3.3 Describe verbal and nonverbal communication skills to avoid tobacco, alcohol, and marijuana. <b>29</b> [tobacco & alcohol only]	H4.Su3.4 Describe how to ask for help to avoid situations in which others are using tobacco, alcohol, or marijuana. <b>22, 23</b> [tobacco & alcohol only]	H4.Su3.5 Demonstrate ways to resist peer pressure to use substances. <b>28</b>

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>Health Education Core Idea: Substance Use And Abuse (Su)</b> (continued)					
<b>3. Prevention</b> (continued)					
	H1.Su3.1 Recognize importance of avoiding tobacco, secondhand smoke, and alcohol. <b>26</b> [tobacco only]	H1.Su3.2 Identify benefits of being tobacco- and alcohol-free. <b>26</b> [tobacco only]	H5.Su3.3 Identify situations and potential outcomes of decisions related to tobacco, alcohol, and marijuana. <b>26</b> [tobacco & alcohol only]	H1.Su3.4 Determine benefits of abstaining from or discontinuing use of tobacco, alcohol, and marijuana. <b>24</b> [tobacco & alcohol only]	H5.Su3.5 Identify healthy alternatives for decisions related to substance use. <b>25</b>
		H1.Su3.2 Demonstrate refusal skills in different situations. <b>Refusal skills instruction begins in Grade 3.</b>			