

***HealthSmart* Alignment with
Maryland Comprehensive
Health Education Framework**

Grades K–5

advancing
health
equity **etr.**

| Standard 1a: Mental and Emotional Health (E1) | | | |
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| Topic | K | 1 | 2 |
| Emotions | Identify appropriate ways to express emotions. 1a.K.1 K – Lesson 2 | Explain the relationship between emotions and behavior. 1a.1.1 1 – Lesson 4 | |
| | Identify big or strong emotions and safe and unsafe ways of expressing one's emotions. 1a.K.2 K – Lesson 2 | Describe appropriate ways to express one's emotions and practice positive coping skills. 1a.1.2 1 – Lesson 4 | Demonstrate a variety of strategies to express and manage emotions. 1a.2.1 2 – Lesson 3 |
| Self and social awareness | Demonstrate awareness of personal emotions and how they may be the same or different from others. 1a.K.3 K – Lesson 2 | Identify a variety of own emotions and ways the body signals these emotions. 1a.1.3 1 – Lesson 4 | Describe a variety of personal emotions and the ways the body signals these emotions. 1a.2.2 2 – Lesson 3 |
| | Recognize the feelings of another child and how to respond in a healthy way. 1a.K.4 K – Lesson 2 | Identify how others may be feeling based on verbal and nonverbal cues and respond in a healthy way. 1a.1.4 1 – Lesson 4 | Describe how others may be feeling based on verbal and nonverbal cues and respond in a healthy way. 1a.2.3 2 – Lesson 3 |
| | Identify personal strengths. 1a.K.5 K – Lesson 1 | Identify and describe skills and activities that are done well and those that require help. 1a.1.5 1 – Lesson 9 [context of safety] | Recognize personal strengths in the context of different roles or relationships. 1a.2.4 2 – Lesson 1 |
| Relationships | Identify a variety of relationships. 1a.K.6 K – Lesson 3 | Describe healthy ways to express affection, love, friendship, and concern. 1a.1.6 1 – Lesson 3 [friends], Lesson 4 [feelings] | Describe healthy and rewarding social interactions. 1a.2.5 2 – Lesson 1 [family] 1 – Lesson 1, Lesson 3 [friends] |
| Teasing, bullying, and harassment | Identify the benefits of people's uniqueness. 1a.K.7 K – Lesson 1 | Identify why it is hurtful to tease or bully others. 1a.1.7 1 – Lesson 18 | Explain why it is hurtful to tease or bully others and what to do if someone is bullied. 1a.2.6 2 – Lessons 14 & 15 |
| Trusted adults | Identify the importance of talking with parents and other trusted adults about emotions. 1a.K.8 K – Lesson 3 | Describe the importance of talking with trusted adults about emotions and concerns. 1a.1.8 1 – Lesson 4 | Explain the importance of talking with trusted adults about emotions and concerns. 1a.2.7 2 – Lesson 4 |

Standard 1a: Mental and Emotional Health (E2)

| Topic | 3 | 4 | 5 |
|---------------------------|--|--|---|
| Emotions | Identify characteristics of positive emotional health. 1a.3.1 3 – Lesson 1 | Identify role models who demonstrate positive emotional health. 1a.4.1 3 – Lesson 1 5 – Lesson 1 | Explain what it means to be emotionally healthy. 1a.5.1 5 – Lesson 1 |
| | Practice appropriate ways to express emotions. 1a.3.2 3 – Lesson 2 | Describe situations that trigger strong emotions and safe and unsafe ways to respond. 1a.4.2 4 – Lesson 4, Lesson 5 | Evaluate appropriate ways to express emotions. 1a.5.2 4 – Lessons 4, 5, 6 |
| | Describe your physical responses to strong emotions. 1a.3.3 3 – Lesson 2 | | Demonstrate helpful ways to manage strong emotions. 1a.5.3 5 – Lesson 3 [communication] |
| Self and social awareness | Recognize and label a variety of complex emotions in self and others. 1a.3.4 3 – Lesson 2 | Identify respectful ways to show empathy to others. 1a.4.3 4 – Lesson 4 [can expand on story activity] | Demonstrate respectful ways to show empathy to others. 1a.5.4 5 – Lesson 2 |
| | Identify how personal choices and behaviors impact self-worth. 1a.3.5 3 – Lesson 5 | Describe how personal choices and behaviors impact self-worth. 1a.4.4 3 – Lesson 5 | Describe how to recognize and build on personal strengths. 1a.5.5 5 – Lesson 1 |
| | | Identify how to recognize and build on personal strengths. 1a.4.5 3 – Lesson 1, Lesson 5 | Identify reasons for making positive contributions to others. 1a.5.6 5 – Lesson 2 |
| Relationships | Identify characteristics of healthy relationships. 1a.3.6 3 – Lesson 3, Lesson 4 | Describe the benefits of healthy peer relationships. 1a.4.6 3 – Lesson 4 | Describe the value of others' talents and strengths. 1a.5.7 3 – Lesson 5 |
| | Identify how relationships and interactions with others affect emotions. 1a.3.7 3 – Lessons 2, 3, 4 | Describe how relationships and interactions with others affect emotions. 1a.4.7 4 – Lesson 4 | Describe the characteristics of healthy and unhealthy relationships among friends and with family members. 1a.5.8 5 – Lesson 2 |
| Trusted adults | Identify the benefits of talking with trusted adults about emotions. 1a.3.8 3 – Lesson 2 | Identify ways trusted adults can help you or someone else deal with difficult emotions or situations. 1a.4.8 4 – Lesson 6 | Explain how a trusted adult can support you or someone else with difficult emotions or situations. 1a.5.9 4 – Lesson 6 |
| Stress and anxiety | Identify personal stressors. 1a.3.9 4 – Lesson 2 | Explain physical and emotional reactions to stress. 1a.4.9 4 – Lessons, 1, 2, 3 | Differentiate between positive and negative ways of dealing with stress and anxiety. 1a.5.10 4 – Lesson 3 |

| Standard 1a: Mental and Emotional Health (E2) (continued) | | | |
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| Topic | 3 | 4 | 5 |
| Depression awareness | | Identify the need to discuss long-lasting troublesome feelings with a trusted adult. 1a.4.10 4 – Lesson 6 | Explain that long-lasting troublesome feelings should be discussed with a trusted adult. 1a.5.11 4 – Lesson 4, Lesson 6 |
| Suicide prevention | | Identify troublesome feelings and signals for support for which someone should seek help. 1a.4.11 4 – Lesson 4, Lesson 6 | Demonstrate how to tell a trusted adult if someone is in danger of hurting themselves or others. 1a.5.12 5 – Lesson 13 |
| | | Explain the importance of telling a trusted adult if someone is in danger of hurting themselves or others. 1a.4.12 4 – Lesson 6 | |
| Teasing, bullying, harassment, discrimination, and violence | Describe the difference between bullying, teasing, and conflict. 1a.3.10 3 – Lesson 14 | Identify when to report aggression, bullying, or violence. 1a.4.13 4 – Lesson 14 [conflict resolution context] 3 – Lessons 14 & 15 5 – Lesson 9 | Explain why it is wrong to tease or bully others based on personal characteristics such as body type, race, gender, sexuality, appearance, mannerisms, and the way one dresses or acts. 1a.5.13 5 – Lesson 7 |
| | Describe what to do if you or someone else is being bullied. 1a.3.11 3 – Lessons 14 & 15 | Demonstrate what to do if you or someone else is being bullied. 1a.4.14 4 – Lesson 14 [conflict resolution context] 3 – Lesson 15 5 – Lesson 9 | Demonstrate how to be a positive bystander in situations of conflict. 1a.5.14 5 – Lesson 9 |
| | Identify the impact of conflict, discrimination, and violence on mental and emotional health. 1a.3.12 Not covered | Describe the impact of conflict, discrimination, and violence on mental and emotional health. 1a.4.15 4 – Lesson 14 [conflict only] | Explain the impact of conflict, discrimination, and violence on mental and emotional health. 1a.5.15 5 – Lesson 8, Lesson 15 |
| | Identify nonviolent ways to manage anger. 1a.3.13 3 – Lesson 2 4 – Lesson 5 | Describe how to use non-violent means to solve interpersonal conflict. 1a.4.16 4 – Lessons 14 & 15 | Practice using non-violent means to solve interpersonal conflict. 1a.5.16 5 – Lesson 12 4 – Lesson 15 |
| Body image | Identify body image and how peers, media, family, society, and culture influence ideas about body. 1a.3.14 Covered in Middle School | Describe how peers, media, family, society, and culture influence ideas about body. 1a.4.17 Covered in Middle School | Explain how peers, media, family, society, and culture influence ideas about body. 1a.5.17 Covered in Middle School |

| Standard 1a: Mental and Emotional Health (E2) <i>(continued)</i> | | | |
|---|--|--|--|
| Topic | 3 | 4 | 5 |
| Grief and loss | Identify feelings and emotions associated with loss and grief. 1a.3.15 4 – Lesson 4 | Describe feelings and emotions associated with loss and grief. 1a.4.18 4 – Lesson 4 | Identify that all people in a wide range of situations commonly experience feelings and emotions associated with loss and grief. 1a.5.18 4 – Lesson 4 |

NOTE: Across the 3–5 grade span, Grade 4 focuses on stress management and troublesome feelings, Grades 3 and 5 emphasize characteristics of emotional health and healthy relationships.

| Standard 1b: Substance Abuse Prevention (E1) | | | |
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| Topic | K | 1 | 2 |
| Medicine | Define medicine. 1b.K.1 K – Lesson 7 | | |
| | Identify school rules about use of medicine. 1b.K.2 K – Lesson 7 | Describe how to use medicine safely. 1b.1.1 2 – Lesson 6 | Explain how to use medicine correctly. 1b.2.1 2 – Lesson 6 |
| | Recognize that medicine can be harmful if used incorrectly. 1b.K.3 K – Lesson 7 | Explain the harmful effects of medicine when used incorrectly. 1b.1.2 2 – Lesson 6 | Describe the harmful effects of using medicine incorrectly. 1b.2.2 2 – Lesson 6 |
| Household products | Identify products that can be harmful if inhaled, absorbed, or ingested. 1b.K.4 K – Lesson 16 | Describe how products can be harmful if inhaled, absorbed, or ingested. 1b.1.3 K – Lesson 16 | |
| Alcohol and nicotine | | | Identify alcohol, nicotine, and electronic smoking devices. 1b.2.3 2 – Lesson 23 |
| | | | Identify family and school rules about alcohol, nicotine use, and electronic smoking devices. 1b.2.4 2 – Lesson 25 |

NOTE: Grades K–2 focus on tobacco use prevention; alcohol is added starting in Grade 3.

| Standard 1b: Substance Abuse Prevention (E2) | | | |
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| Topic | 3 | 4 | 5 |
| Medicines | Summarize how to use medicines correctly. 1b.3.1 3 – Lesson 8 | Explain the benefits of medicines when used correctly. 1b.4.1 3 – Lesson 8 | Analyze the potential risks associated with inappropriate use and abuse of prescription medicines including addiction. 1b.5.1 Covered in Middle School |
| | | Describe potential risks associated with inappropriate use of over-the-counter and prescription medicines including addiction. 1b.4.2 3 – Lesson 8 | |
| | | Explain the difference between medicines, legal drugs, and illegal drugs. 1b.4.3 3 – Lesson 25 | |
| Household products | | Recognize that products can be harmful to self and others if absorbed, inhaled, or ingested. 1b.4.4 Not covered | Review why products are harmful to self and others if absorbed, inhaled, or ingested. 1b.5.2 Not covered |
| Alcohol, nicotine products, caffeine, and marijuana products | Explain the harmful effects of alcohol and nicotine products, including electronic smoking devices. 1b.3.2 3 – Lesson 25 | Identify short and long-term effects of alcohol, nicotine, and caffeine. 1b.4.5 4 – Lesson 20 [add caffeine] | Review short and long-term effects of alcohol, nicotine, caffeine, and other products. 1b.5.3 5 – Lessons 24 & 25 [alcohol only] |
| | | | Identify short and long-term effects of using marijuana products. 1b.5.4 Covered in Middle School |
| | | | Identify the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other drugs. 1b.5.5 5 – Lessons 24 & 25 [alcohol only; other drugs covered in Middle School] |
| | | | Identify the benefits of being free from alcohol, opioid, nicotine products, marijuana products, and other drugs. 1b.5.6 4 – Lesson 24, 5 – Lesson 30 [tobacco, alcohol only] |
| Environmental literacy | | Identify the environmental impact of alcohol and nicotine products. 1b.4.6 Add to 4 – Lesson 20 | |

| Standard 1c: Family Life and Human Sexuality (E1) | | | |
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| Topic | K | 1 | 2 |
| Healthy relationships and consent | Identify that family is a group of people that support each other. 1c.K.1 <i>K – Lesson 3 [people who care]</i> <i>1 – Lesson 2 [family specific]</i> | Describe differences in families. (e.g., single-parent, same-gender, intergenerational, cohabitating, adoptive, foster, etc.). 1c.1.1 <i>1 – Lesson 2</i> | Explain why it is important to respect different kinds of families (e.g., single-parent, same-gender, intergenerational, cohabitating, adoptive, foster). 1c.2.1 <i>2 – Lesson 1</i> |
| | Identify different types of families (e.g., single-parent, same-gender, intergenerational, cohabitating, adoptive, foster, etc.). 1c.K.2 <i>1 – Lesson 2</i> | Identify healthy family and peer relationships. 1c.1.2 <i>1 – Lesson 2 [family], Lesson 3 [friends]</i> | Describe healthy family and peer relationships. 1c.2.2 <i>2 – Lesson 1 [family]</i> <i>1 – Lesson 3 [friends]</i> |
| | Recognize pro-social behaviors (e.g., helping others, being respectful of others, cooperation, and consideration). 1c.K.3 <i>K – Lesson 1 [respecting others]</i> | Demonstrate how to communicate respect for someone’s personal boundaries. 1c.1.3 <i>1 – Lesson 3 [friends respect limits], Lesson 20 [defending one’s limits]</i> | Demonstrate appropriate actions when someone says or does something that does not respect your personal boundaries. 1c.2.3 <i>1 – Lesson 20</i> |
| | Recognize that individuals have personal boundaries and bodily autonomy. 1c.K.4 <i>1 – Lesson 20 [context of unsafe touch/abuse prevention]</i> | | Practice communicating personal boundaries. 1c.2.4 <i>1 – Lesson 20</i> |
| Gender identity and expression | Recognize a range of ways people identify and express their gender. 1c.K.5 <i>K – Lesson 1 [differences; need to add gender emphasis]</i> | Identify a range of ways people identify and express gender. 1c.1.4 <i>Not covered specifically; could include in 4 – Lesson 1</i> | Demonstrate ways to treat people of all gender identities and expressions with dignity and respect. 1c.2.5 <i>2 – Lesson 2 [include gender as possible difference to respect]</i> |
| | Recognize it is important to treat people of all gender identities and expressions with dignity and respect. 1c.K.6 <i>K – Lesson 1 [respecting others; need to add gender emphasis]</i> | Identify ways to treat people of all gender identities and expressions with dignity and respect. 1c.1.5 <i>Not covered specifically; could include in 4 – Lesson 1 or Lesson 3</i> | |

| Standard 1c: Family Life and Human Sexuality (E2) | | | |
|--|---|--|--|
| Topic | 3 | 4 | 5 |
| Healthy relationships and consent | Define consent as people of all ages and abilities having the right to tell others not to touch their body when they do not want to be touched. 1c.3.1 3 – Lesson 16 [add definition of consent] | Identify parents, caregivers, or other trusted adults (e.g., counselors and other health care professionals) that students can talk with about relationships, puberty, and health. 1c.4.1 4 – Lesson 27 | Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, and sexual health. 1c.5.1 5 – Lesson 33, Lesson 38 |
| | | Explain the relationship between consent, personal boundaries, and bodily autonomy. 1c.4.2 Could be added to 4 – Lessons 25, 26 or 27 | Analyze the relationship between consent and personal boundaries. 1c.5.2 Could be added to 5 – Lessons 32, 33 or 37 |
| Gender identify and expression | Demonstrate ways to treat people of all gender identities and expressions with dignity and respect. 1c.3.2 3 – Lesson 5 [include gender as possible difference to respect] | | |
| Sexual orientation and identity | | Identify sexual orientation as a person’s physical and/or romantic attraction to an individual of the same and/or different gender. 1c.4.3 Covered in Middle School | |
| Puberty and adolescent sexual development | | Identify the physical, social, and emotional changes that occur during puberty. 1c.4.4 4 – Lesson 25 | Describe the physical, social, and emotional changes that occur during puberty. 1c.5.3 5 – Lessons 32 & 33 |
| | | Explain how the onset and progression of puberty varies considerably. 1c.4.5 4 – Lesson 26 | Summarize that the onset and progression of puberty varies considerably. 1c.5.4 5 – Lesson 33 |
| | | Identify human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.4.6 5 – Lessons 34 & 35 | Describe human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.5.5 5 – Lessons 34 & 35 |
| | | | Describe how puberty prepares human bodies for the potential to reproduce. 1c.5.6 5 – Lessons 34 & 35 |
| | | | Identify that reproduction requires that a sperm and egg join and implant. 1c.5.7 Covered in Middle School |

Standard 1d: Safety and Violence Prevention (E1)

| Topic | K | 1 | 2 |
|----------------------|--|--|--|
| Physical safety | <p>Explain what to do if someone is injured or suddenly ill and how to call 911. 1d.K.1</p> <p>K – Lesson 9 [getting help], Lesson 17 [calling 911]</p> | <p>Recognize and follow basic safety rules related to sharp objects, bodily fluids, playgrounds, water, and electricity. 1d.1.1</p> <p>1 – Lesson 14 [playground] Lesson 15 [fire] 2 – Lesson 11 [water]</p> | <p>Identify ways to reduce injuries from firearms, falls, and fire. 1d.2.1</p> <p>K – Lesson 17 [firearms] 1 – Lessons 15 & 16 [fire] 2 – Lesson 9 [falling]</p> |
| | <p>Identify proper safety for activities including biking, skateboarding, and riding in a car. d.K.2</p> <p>K – Lessons 12, 13, 14 [pedestrian], 15 [passenger] 2 – Lesson 12 [biking]</p> | <p>Describe the function of safety equipment (e.g., helmets, knee pads, and elbow pads.) 1d.1.2</p> <p>Not covered; could add to 1 – Lesson 14, 24 or 25</p> | <p>Describe how to safely ride a bike, a skateboard, a scooter, and inline skates. 1d.2.2</p> <p>2 – Lesson 12</p> |
| | <p>Identify escape routes at home and school. 1d.K.3</p> <p>1 – Lesson 11 [safe routes], Lesson 16 [fire drill]</p> | <p>Identify safety hazards in the community. 1d.1.3</p> <p>1 – Lessons 9, 10, 11</p> | <p>Identify ways to reduce the risk of injuries while riding in a motor vehicle. 1d.2.3</p> <p>2 – Lesson 10</p> |
| | <p>Identify ways to stay safe when riding in a vehicle or bus. 1d.K.4</p> <p>K – Lesson 15 [car] 1 – Lesson 13 [bus]</p> | | <p>Identify ways to reduce injuries as a pedestrian. 1s.2.4</p> <p>2 – Lesson 9</p> |
| | | | <p>Identify safety procedures to follow if in the presence of a firearm. 1d.2.5</p> <p>K – Lesson 17</p> |
| | | | <p>Model actions that help one to stay safe around strangers. 1d.2.6</p> <p>1 – Lesson 11 [safe routes], Lesson 20 [unsafe touch]</p> |
| | | | <p>Describe actions that help one to stay safe around familiar people. 1d.2.7</p> <p>1 – Lesson 9</p> |
| Relationships | <p>Identify appropriate displays of affection between people and in a variety of situations, including physical touch and verbal interactions. 1d.K.5</p> <p>1 – Lesson 20</p> | <p>Identify words and actions that appropriately express affection or other positive feelings toward trusted adults and other important people. 1d.1.4</p> <p>1 – Lesson 4, Lesson 20</p> | <p>Identify words and actions that appropriately express affection/positive feelings toward trusted adults and other important people. 1d.2.8</p> <p>1 – Lesson 4, Lesson 20</p> |
| Safety around people | <p>Explain actions that help one to stay safe around strangers. 1d.K.6</p> <p>1 – Lesson 11 [safe routes], Lesson 20 [unsafe touch]</p> | <p>Practice actions that help one to stay safe around strangers. 1d.1.5</p> <p>1 – Lesson 11 [safe routes], Lesson 20 [unsafe touch]</p> | <p>Model ways to tell someone when feeling unsafe. 1d.2.9</p> <p>2 – Lesson 15 [context of bullying] 1 – Lesson 9</p> |

| Standard 1d: Safety and Violence Prevention (E1) <i>(continued)</i> | | | |
|--|---|---|--|
| Topic | K | 1 | 2 |
| Safety around people | Identify how to respond when asked to keep an uncomfortable secret. 1d.K.7 1 – Lesson 20 | Identify how familiar people or people in authority can help or harm children 1d.1.6 Could add to 1 – Lesson 20 | Explain how familiar people or people in authority can help or harm children. 1d.2.10 Could add to 1 – Lesson 20 |
| | | Demonstrate refusal skills and other ways to take action if someone is making you feel uncomfortable, unsafe, or disrespected. 1d.1.7 1 – Lesson 20 | Identify appropriate interactions with community helpers (e.g., nurses, teachers, police officers, and crossing guards) in roles that help children. 1d.2.11 Not covered |
| | | Explain the difference between secrets and surprises. 1d.1.8 Could add to 1 – Lesson 20 | Demonstrate what to do when asked to keep an uncomfortable secret. 1d.2.12 1 – Lesson 20 |
| Trusted adults | Demonstrate the ability to seek help from trusted adults. 1d.K.8 K – Lessons 9, 10, 18 | Identify and access adults who can help children. 1d.1.9 1 – Lessons 1, 9 | Explain the importance of sharing all information with parents, guardians, or trusted adults. 1d.2.13 Could add to 2 – Lesson 4 |
| | Practice talking to adults about personal safety and feelings. 1d.K.9 K – Lesson 10 | Explain the importance of sharing all information with parents/guardians/trusted adults. 1d.1.10 Could add to 1 – Lesson 9 | Practice telling trusted adults about feelings. 1d.2.14 2 – Lesson 4 |
| Technology safety | Identify personal information and when to share it with other people. 1d.K.10 Not covered; could add to K – Lesson 10 | Identify appropriate boundaries when using technology and the internet. 1d.1.11 Not covered | Explain appropriate boundaries when using technology and the internet. 1d.2.15 Not covered |
| Boundaries and consent | Identify age-appropriate privacy as well as setting and respecting healthy boundaries. 1d.K.11 Not covered; could add to K – Lesson 10 | Analyze age-appropriate privacy as well as setting and respecting healthy boundaries online and face-to-face. 1d.1.12 Not covered; could add to 1 – Lesson 20 | Demonstrate age-appropriate privacy as well as setting and respecting healthy boundaries while using technology and face-to-face. 1d.2.16 Not covered; could add to 1 – Lesson 20 |
| | | Explain that everyone has the right to tell others not to touch their body when they do not want to be touched and to have those boundaries respected by others. 1d.1.13 1 – Lesson 20 | |

| Standard 1d: Safety and Violence Prevention (E1) (continued) | | | |
|---|---|---|--|
| Topic | K | 1 | 2 |
| Private parts | Identify parts of the body that are private of self or others. 1d.K.12 1 – Lesson 20 | Identify parts of the body that are private on self or others. 1d.1.14 1 – Lesson 20 | Identify parts of the body that are private on self or others. 1d.2.17 1 – Lesson 20 |
| Compassion for victims | | Explain that it is never a person’s fault if someone causes them to feel unsafe. 1d.1.15 1 – Lesson 20 | Explain that it is never a person’s fault if someone causes them to feel unsafe. 1d.2.18 1 – Lesson 20 |

Standard 1d: Safety and Violence Prevention (E2)

| Topic | 3 | 4 | 5 |
|---|---|--|--|
| Safety and injuries | Identify examples of dangerous or risky behaviors that might lead to injuries. 1d.3.1 3 – Lessons 9, 10, 11 | List ways to prevent injuries in the community. 1d.4.1 4 – Lessons 11 & 12 | Summarize safety rules for the home, vehicles, and community. 1d.5.1 4 – Lessons 11 & 12 |
| | Explain what to do if someone is injured or suddenly ill. 1d.3.2 Not covered | Identify ways to reduce injuries from animals and insect bites and stings. 1d.4.2 Can be added to 4 – Lesson 11 | List examples of dangerous or risky behaviors that might lead to injuries. 1d.5.2 4 – Lesson 10 |
| | List ways to prevent injuries at home. 1d.3.3 3 – Lessons 9, 10, 11 | Identify safety precautions for playing and working outdoors in different kinds of weather and climates. 1d.4.3 4 – Lessons 11 & 12 | Identify ways to reduce risk of injuries around water. 1d.5.3 4 – Lessons 11 & 12 |
| | | | Identify ways to protect vision and hearing from injury. 1d.5.4 4 – Lesson 8 |
| Accessing trusted adults | Explain the importance of sharing all information with parents, guardians, or trusted adults. 1d.3.4 Could be added to 3 – Lesson 9 or 13 | Explain the importance of sharing all information with parents, guardians, or trusted adults. 1d.4.4 Can be added to 4 – Lesson 6 | Explain the importance of sharing all information with parents, guardians, or trusted adults. 1d.5.5 Can be added to 5 – Lesson 2 or 3 |
| | Identify words and actions that appropriately express affection or other positive feelings toward trusted adults and other important people or people of authority. 1d.3.5 3 – Lesson 2, Lesson 16 | Create a list of trusted people/community resources to notify or contact if sexual mistreatment, grooming, harassment, abuse, assault, and/or exploitation occur. 1d.4.5 3 – Lesson 16 | Create a list of trusted people/community resources to notify or contact if assault or abuse occurs. 1d.5.6 5 – Lesson 9 [bullying], Lesson 13 [getting help] |
| | | Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary or harmful situations in the home, school, or community. 1d.4.6 4 – Lessons 6, 15, 27 | |
| Identify words and actions that appropriately express affection or other positive feelings toward trusted adults and other important people. 1d.4.7 3 – Lesson 2 5 – Lesson 3 | | | |

| Standard 1d: Safety and Violence Prevention (E2) (continued) | | | |
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| Topic | 3 | 4 | 5 |
| Discrimination and violence | Explain strategies to avoid physical fighting and violence. 1d.3.12 5 – Lesson 12 | Identify how participation in gangs and hate groups can lead to violence. 1d.4.13 Covered in Middle School | Describe how participation in gangs and hate groups can lead to violence. 1d.5.12 Covered in Middle School |
| | | Identify that a gang is a group of people involved in wrongful or delinquent activities. 1d.4.14 Covered in Middle School | |
| | | | Identify that a hate group is a type of gang that claims their identity is superior to that of others and does not value the human rights of all people. 1d.4.15 Covered in High School |
| | | Describe safety procedures to follow if in the presence of a firearm. 1d.4.16 4 – Lessons 11 & 12 | |
| Safety, abuse and assault | Describe strategies to follow when approached by a stranger in a variety of situations. 1d.3.13 3 – Lesson 16 [would need to add stranger emphasis] | | Demonstrate refusal skills and other ways to take action if someone is talking to you or touching you in a way that makes you feel uncomfortable, unsafe, or disrespected. 1d.5.13 4 – Lesson 13 [dares], Lesson 15 [conflict] 5 – Lesson 9 [bullying], Lesson 12 [fighting] |
| | Explain how familiar people or people in authority can help or harm children. 1d.3.14 3 – Lesson 3 [help from family], Lesson 13 | | Define sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.5.14 Covered in Middle School |
| | Identify behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.3.15 3 – Lesson 16 [unsafe touch only] | | Identify strategies to respond to sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.5.15 Covered in Middle School |

| Standard 1d: Safety and Violence Prevention (E2) <i>(continued)</i> | | | |
|--|--|---|---|
| Topic | 3 | 4 | 5 |
| Bystander intervention and compassion for victims | Demonstrate how a positive bystander is able to access help from a police officer, teacher, nurse, school counselor, parent, guardian, or another trusted adult to help a friend who is feeling unsafe, uncomfortable, or disrespected. 1d.3.16 3 – Lesson 15 [context of bullying] | Demonstrate what to say and do when witnessing or experiencing something that feels uncomfortable, unsafe, or disrespectful. 1d.4.17 4 – Lesson 6 [feelings], Lesson 15 [conflict] | Demonstrate what to say and do when witnessing or experiencing potentially harmful or unsafe situations. 1d.5.16 5 – Lesson 9 [bullying], Lesson 13 [getting help] |
| | Explain that it is never a person's fault if someone causes them to feel unsafe. 1d.3.17 3 – Lesson 16 | Explain that it is never a person's fault if someone causes them to feel unsafe. 1d.4.18 3 – Lesson 16 | Explain that sexual mistreatment, grooming, harassment, abuse, assault, and exploitation are never the fault of the victim. 1d.5.17 Covered in Middle School |

NOTE: Grade 4 focuses on injury prevention; Grade 5 on violence prevention. Sexual abuse (unsafe touch) is covered at Grade 3 and again in Middle School.

| Standard 1e: Healthy Eating (E1) | | | |
|---|--|--|--|
| Topic | K | 1 | 2 |
| Nutritious foods and beverages | Identify the benefits of drinking water. 1e.K.1 K – Lesson 23 | Identify the benefits of drinking water. 1e.1.1 1 – Lesson 22 | Describe the benefits of drinking water versus other beverages. 1e.2.1 2 – Lesson 16 |
| | Identify the benefits of trying new foods. 1e.K.2 K – Lesson 22 | Describe the benefits of trying new foods and the importance of respecting the food choices of others. 1e.1.2 K – Lesson 22 | Explain the benefits of trying new foods and respecting the food choices of others. 1e.2.2 2 – Lesson 18 [healthy snacks] |
| | Identify a variety of nutritious foods and beverages and recognize that foods are categorized into groups. 1e.K.3 K – Lesson 22 | Identify nutritious choices from each food group. 1e.1.3 1 – Lesson 21 [breakfast foods] Food groups introduced at Grade 4 | Explain the importance of choosing nutritious foods and beverages from different food groups. 1e.2.3 Food groups covered in Grade 4 |
| Eating patterns | Describe body signals that a person is hungry and full. 1e.K.4 K – Lesson 21 | Summarize signals that a person is hungry and full. 1e.1.4 K – Lesson 21 | Describe how different food groups work together to help us feel hungry or full. 1e.2.4 Food groups covered in Grade 4 |
| Moderation and “all foods fit.” | Explain how food affects the body. 1e.K.5 K – Lessons 21, 22 | Identify eating patterns that provide energy and help the body grow, develop and perform different jobs. 1e.1.5 1 – Lesson 21 [breakfast] | Describe eating patterns that provide energy and help the body grow and develop. 1e.2.5 2 – Lesson 17 [breakfast], Lesson 18 [healthy snacks] |
| | Recognize that eating in regular increments helps a person’s body. 1e.K.6 K – Lesson 21 | Describe the benefits of eating breakfast. 1e.1.6 1 – Lesson 21 | Describe how eating breakfast helps a person think, work, and play. 1e.2.6 2 – Lesson 17 |
| | | Define the concept of moderation and the idea that “all foods fit.” 1e.1.7 K – Lesson 22 | Describe the concept of moderation and the idea that “all foods fit.” 1e.2.7 3 – Lesson 17 |

| Standard 1e: Healthy Eating (E2) | | | |
|---|---|---|---|
| Topic | 3 | 4 | 5 |
| Nutritious foods and beverages | Identify the food groups and nutritious food choices from each. 1e.3.1 3 – Lesson 17 [healthy foods] Food groups introduced at Grade 4 | Explain the importance of eating a variety of nutritious foods. 1e.4.1 4 – Lessons 16, 17 | Identify nutrients that should be consumed daily. 1e.5.1 5 – Lesson 16 |
| | Identify the roles that nutrients play in a person's body. 1e.3.2 3 – Lesson 17 [limiting fat, salt, sugar only] Nutrients covered at Middle School | Identify the benefits of eating a wide variety of foods as they relate to nutrient categories. 1e.4.2 4 – Lessons 16, 17 [food groups used as categories] | Describe how different types of food work together to deliver nutrients to parts of the body. 1e.5.2 5 – Lesson 16 |
| | Describe the benefits of eating a variety of nutritious foods. 1e.3.3 3 – Lessons 17, 19, 20 | Summarize the benefits of eating a variety of nutritious foods. 1e.4.3 4 – Lesson 17 | |
| Water | State the benefits of drinking water versus other beverages. 1e.3.4 3 – Lesson 18 | Explain the benefits of drinking water versus other beverages. 1e.4.4 3 – Lesson 18 | Summarize the benefits of drinking water versus other beverages. 1e.5.3 5 – Lesson 19 |
| | Describe nutritious eating patterns and the importance of consistent meals and snacks. 1e.3.5 3 – Lessons 17, 18, 19, 20 | Explain nutritious eating patterns and the importance of consistent meals and snacks. 1e.4.5 4 – Lessons 16, 17 | Construct a nutritious eating plan utilizing school lunch and restaurant menus. 1e.5.4 5 – Lesson 19 [restaurants only] |
| Moderation and “all foods fit” | Explain the benefits of eating in moderation and in line with the idea that “all foods fit.” 1e.3.6 3 – Lesson 17 | Analyze the benefits of eating in moderation and in line with the idea that “all foods fit.” 1e.4.6 4 – Lessons 16, 17 | Evaluate the benefits of eating in moderation and in line with the idea that “all foods fit.” 1e.5.5 5 – Lesson 17, 18, 19 |

| Standard 1f: Disease Prevention and Control (E1) | | | |
|---|---|---|---|
| Topic | K | 1 | 2 |
| Disease | Identify potential food and non-food triggers that are common causes of allergic reactions. 1f.K.1 Not covered | | Describe potential causes and symptoms of allergic reactions. 1f.2.1 Not covered |
| Disease prevention | Identify the steps for proper handwashing. 1f.K.2 K – Lesson 6 | Describe the importance of handwashing and covering a cough or sneeze to prevent the spread of germs. 1f.1.1 1 – Lesson 5 [hygiene] 2 – Lesson 5 [stopping germs] | Identify basic universal precautions. 1f.2.2 2 – Lesson 5 |
| Hygiene | Identify personal health care practices. 1f.K.3 K – Lessons 5 [teeth], 6 [hygiene], 7 [body signals] | Identify why hygiene is important to health. 1f.1.2 1 – Lesson 5 | Explain why hygiene is important to health. 1f.2.3 2 – Lesson 5 |
| Food and illness | Identify food can contain germs that can cause illness. 1f.K.4 Covered in Middle School | Identify food safety practices. 1f.1.3 Covered in Middle School | Identify food safety strategies that can control germs that cause foodborne illness. 1f.2.4 Covered in Middle School |
| Teeth | Identify the proper steps for daily brushing and flossing teeth. 1f.K.5 K – Lesson 5 | Describe the proper steps for daily brushing and flossing teeth. 1f.1.4 1 – Lesson 6 | |
| Sun | | List ways to prevent harmful effects of the sun. 1f.1.5 1 – Lesson 7 | Explain how to protect one's skin and other parts of the body from the sun. 1f.2.5 2 – Lessons 7 8 |
| Sleep | Identify why sleep and rest are important for proper growth and good health 1f.K.6 1 – Lesson 8 | | Describe why sleep and rest are important for proper growth and good health 1f.2.6 2 – Lessons 7 8 |

| Standard 1f: Disease Prevention and Control (E2) | | | |
|---|--|--|--|
| Topic | 3 | 4 | 5 |
| Disease Prevention | Describe ways to prevent the spread of germs that cause infectious diseases. 1f.3.1 3 – Lesson 6 | | Explain how universal precautions are effective ways to prevent many infectious diseases. 1f.5.1 5 – Lesson 6 ; need to add specifics |
| Hygiene | Recognize the benefits of personal health care practices. 1f.3.2 3 – Lesson 7 [hygiene] 4 – Lesson 7, 8, 9 [variety of health practices] | Describe the benefits of personal health care practices. 1f.4.1 4 – Lesson 7 | Summarize the benefits of personal health care practices. 1f.5.2 5 – Lesson 5 |
| Food and illness | | Describe how to keep food safe from harmful germs including how to avoid cross-contamination. 1f.4.2 Covered in Middle School | |
| Sun | Describe ways to prevent harmful effects of the sun. 1f.3.3 4 – Lesson 7 | | |
| Sleep | | Explain why sleep and rest are important for proper growth and good health. 1f.4.3 4 – Lesson 7 | |
| Disease | | Identify symptoms that are associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and others. 1f.4.4 5 – Lesson 5 | Describe the difference between infectious and non-infectious diseases. 1f.5.3 5 – Lesson 5 Describe ways that common infectious diseases are transmitted. 1f.5.4 5 – Lesson 6 Describe the symptoms of someone who is seriously ill and needs immediate medical attention. 1f.5.5 Not covered Describe the importance of seeking help and treatment for common infectious diseases. 1f.5.6 Not covered |

Standard 2: Analyzing Influences

| Pre-K–2 (E1) | 3–5 (E2) |
|--|--|
| Identify how the family influences personal health practices and behaviors. 2.E1.a K – Lesson 3 1 – Lesson 2, Lesson 27, Lesson 29 2 – Lesson 1 | Describe how the family influences personal health practices and behaviors. 2.E2.a 3 – Lesson 3, Lesson 21 4 – Lesson 21 5 – Lesson 2, Lesson 19, Lesson 30, Lesson 33 |
| Identify what the school can do to support personal health practices and behaviors. 2.E1.b Not covered | Identify the influence of culture on health practices and behaviors. 2.E2.b 3 – Lesson 21 4 – Lesson 21 5 – Lesson 19, Lesson 36 |
| Describe how the media can influence health behaviors. 2.E1.c 1 – Lesson 27 | Identify how peers can influence healthy and unhealthy behaviors. 2.E2.c 3 – Lesson 4, Lesson 21, Lesson 27, Lesson 28 4 – Lesson 13, Lesson 21 5 – Lesson 2, Lesson 7, Lesson 11, Lesson 26, Lesson 30 |
| | Describe how the school and community can support personal health practices and behaviors. 2.E2.d Not covered |
| | Explain how media influences thoughts, feelings, and health behaviors. 2.E2.e 3 – Lesson 21, Lesson 28 4 – Lesson 21 5 – Lesson 14, Lesson 27, Lesson 30 |
| | Describe ways that technology can influence personal health. 2.E2.f 5 – Lesson 7, Lesson 8 |

Standard 3: Accessing Information

| Pre-K–2 (E1) | 3–5 (E2) |
|--|--|
| Identify trusted adults and professionals who can help promote health. 3.E1.a K – Lesson 3, Lesson 7, Lesson 8, Lesson 9, Lesson 10, Lesson 11, Lesson 18, Lesson 22 1 – Lesson 1, Lesson 9, Lesson 11, Lesson 29 2 – Lesson 4, Lesson 25 | Identify characteristics of valid health information, products, and services. 3.E2.a 4 – Lesson 20 5 – Lesson 4, Lesson 38 |
| Identify ways to locate school and community health helpers. 3.E1.b K – Lesson 9, Lesson 10, Lesson 19 1 – Lesson 17 | Locate resources from home, school, and community that provide valid health information. 3.E2.b 3 – Lesson 1 4 – Lesson 6, Lesson 20, Lesson 27 5 – Lesson 4, Lesson 5, Lesson 13, Lesson 31, Lesson 38 |

Standard 4: Interpersonal Communication

| Pre-K–2 (E1) | 3–5 (E2) |
|---|---|
| Demonstrate healthy ways to express needs, wants and feelings. 4.E1.a K – Lesson 1, Lesson 2, Lesson 3, Lesson 9, Lesson 10 1 – Lesson 29 2 – Lesson 4 | Demonstrate effective verbal and non-verbal communication skills to enhance health. 4.E2.a 3 – Lesson 4, Lesson 29 5 – Lesson 3 |
| Demonstrate listening skills to enhance health. 4.E1.b K – Lesson 1 | Demonstrate refusal skills to avoid or reduce health risks. 4.E2.b 3 – Lesson 16, Lesson 29 4 – Lesson 13, Lessons 22 & 23 5 – Lesson 28 |
| Demonstrate ways to respond when in an unwanted, threatening or dangerous situation. 4.E1.c 1 – Lesson 20 | Demonstrate non-violent strategies to manage or resolve conflict. 4.E2.c 4 – Lesson 15 |
| Demonstrate ways to tell a trusted adult if one is threatened or harmed. 4.E1.d K – Lesson 19 1 – Lesson 17, Lesson 18, Lesson 20 2 – Lesson 15 | Demonstrate how to ask for assistance to enhance personal health. 4.E2.d 3 – Lesson 15, Lesson 16 4 – Lesson 6, Lesson 15, Lesson 27 5 – Lesson 31 |

Standard 5: Decision Making

| Pre-K–2 (E1) | 3–5 (E2) |
|--|---|
| Identify situations when a health-related decision is needed. 5.E1.a K – Lesson 20, Lesson 28 2 – Lesson 9, Lesson 10, Lesson 11, Lesson 12, Lesson 26 | Identify health-related situations that might require a thoughtful decision. 5.E2.a 3 – Lesson 13, Lesson 26 4 – Lesson 14, Lesson 28 5 – Lesson 12, Lesson 29 |
| Differentiate between situations when a health-related decision can be made individually and when assistance is needed. 5.E1.b K – Lesson 20 2 – Lesson 26 | Analyze when assistance is needed when making a health-related decision. 5.E2.b 3 – Lesson 13, Lesson 26 4 – Lesson 14, Lesson 28 5 – Lesson 12, Lesson 29 |
| | List healthy options for health-related issues or problems. 5.E2.c 3 – Lesson 13, Lesson 26 4 – Lesson 28 5 – Lesson 29 |
| | Predict the potential outcomes of each option when making a health-related decision. 5.E2.d 3 – Lesson 13, Lesson 26 4 – Lesson 28 5 – Lesson 29 |
| | Choose a healthy option when making a decision. 5.E2.e 3 – Lesson 13, Lesson 26 4 – Lesson 28 5 – Lesson 29 |
| | Describe the outcomes of a health-related decision. 5.E2.f 3 – Lesson 26 5 – Lesson 29, Lesson 30, Lesson 36 |

Standard 6: Goal Setting

| Pre-K–2 (E1) | 3–5 (E2) |
|---|--|
| Identify a short-term personal health goal and take action toward achieving the goal. 6.E1.a K – Lesson 5, Lesson 6, Lesson 23, Lesson 25 1 – Lesson 23 2 – Lesson 13, Lesson 19, Lesson 21 | Set a personal health goal and track progress toward its achievement. 6.E2.a 3 – Lesson 12, Lesson 22, Lesson 24 4 – Lesson 9, Lesson 19 2 – Lessons 22 & 23 |
| Identify who can help when assistance is needed to achieve a personal health goal. 6.E1.b K – Lesson 5, Lesson 6, Lesson 23, Lesson 25 1 – Lesson 8, Lesson 23 2 – Lesson 13, Lesson 19, Lesson 21 | Identify resources to assist in achieving a personal health goal. 6.E2.b 3 – Lesson 12, Lesson 22, Lesson 24 4 – Lesson 9, Lesson 19 2 – Lessons 22 & 23, Lesson 30 |

Standard 7: Self-Management

| Pre-K–2 (E1) | 3–5 (E2) |
|--|---|
| | Identify responsible personal health behaviors. 7.E2.a 3 – Lesson 11, Lesson 14 4 – Lesson 4, Lesson 12 2 – Lesson 25, Lesson 26, Lesson 30, Lesson 33 |
| Demonstrate healthy practices and behaviors to maintain or improve personal health. 7.E1.a K – Lesson 1, Lesson 5, Lesson 6 1 – Lesson 5, Lesson 6, Lesson 8 2 – Lesson 5, Lesson 22, Lesson 26 | Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. 7.E2.b 3 – Lesson 18 5 – Lesson 23 |
| Demonstrate behaviors that avoid or reduce health risks. 7.E1.b K – Lesson 2, Lesson 13, Lesson 14, Lesson 15, Lesson 16, Lesson 17, Lesson 19, Lesson 29 1 – Lesson 7, Lesson 10, Lesson 12, Lesson 16, Lesson 17 2 – Lesson 3 | Demonstrate a variety of behaviors that avoid or reduce health risks. 7.E2.c 3 – Lesson 6 4 – Lesson 3, Lesson 5 5 – Lesson 9, Lesson 12, Lesson 19 |

Standard 8: Advocacy

| Pre-K–2 (E1) | 3–5 (E2) |
|---|--|
| Make requests to promote personal health. 8.E1.a K – Lesson 3, Lesson 7, Lesson 29 1 – Lesson 19, Lesson 28, Lesson 29 2 – Lesson 15, Lesson 16, Lesson 25 | Express opinions and give accurate information about health issues. 8.E2.a 3 – Lesson 7, Lesson 10, Lesson 11, Lesson 15 4 – Lesson 20, Lesson 24, Lesson 25, Lesson 26 2 – Lesson 9, Lesson 15, Lesson 27, Lesson 36 |
| Encourage peers to make positive health choices. 8.E1.b K – Lesson 11, Lesson 25, Lesson 28, Lesson 30 1 – Lesson 3, Lesson 12, Lesson 19, Lesson 22, Lesson 28 2 – Lesson 8, Lesson 15, Lesson 16, Lesson 23, Lesson 26 | Encourage others to make positive health choices. 8.E2.b 3 – Lesson 7, Lesson 11, Lesson 15, Lesson 29 4 – Lesson 20, Lesson 24, Lesson 26 2 – Lesson 9, Lesson 15, Lesson 27, Lesson 36 |