

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

Grades K–5

Grade K	HealthSmart Grade – Lesson
Standard 1: Content Comprehension	
<p>K.1.1. Identify family and school rules about the use of medicines.</p> <p>K.1.2. Describe the importance of choosing healthy foods and beverages and identify the benefits of drinking water.</p> <p>K.1.3. Describe the importance of talking with parents and other trusted adults about feelings.</p> <p>K.1.4. Describe the importance of respecting the personal space and boundaries of others.</p> <p>K.1.5. Identify the benefits of personal health care practices.</p> <p>K.1.6. Identify how injuries can be prevented.</p> <p>K.1.7. Identify the benefits of healthy peer and family relationships.</p> <p>K.1.8. Describe the benefits of not using tobacco.</p> <p>K.1.9. Identify safe and unsafe touches.</p> <p>K.1.10. Describe why it is harmful to tease or bully others.</p>	<p>K – 7</p> <p>K – 22, 23</p> <p>K – 3</p> <p>1 – 3</p> <p>K – 5 [dental care], 6 [hygiene]</p> <p>K – 12, 13, 14, 15, 16, 17</p> <p>K – 3</p> <p>K – 26, 30</p> <p>1 – 20</p> <p>K – 11</p>
Standard 2: Practices for Analyzing Influences	
<p>K.2.1. Identify people at home and in the community who influence personal health decisions and behaviors.</p>	<p>K – 3, 7, 8, 10, 11</p>
Standard 3: Practices for Accessing Valid Information	
<p>K.3.1. Identify school and community health care helpers.</p> <p>K.3.2. Identify trusted adults who help provide accurate health information.</p>	<p>K – 9, 10, 19</p> <p>K – 3, 7, 8, 9, 10, 11, 18, 22</p>
Standard 4: Practices for Communication	
<p>K.4.1. Identify effective active listening skills.</p> <p>K.4.2. Identify how to effectively communicate needs, wants and feelings in healthy ways.</p> <p>K.4.3. Identify unwanted, threatening or dangerous situations.</p> <p>K.4.4. Identify trusted adults to talk to if feeling threatened or harmed.</p> <p>K.4.5. Describe positive behaviors used to communicate with others.</p>	<p>K – 1</p> <p>K – 1, 2, 3, 9, 10</p> <p>K – 10, 11, 18, 29</p> <p>K – 11, 19</p> <p>K – 2, 3</p>

Grade K (continued)	HealthSmart Grade – Lesson
Standard 5: Practices for Decision-Making	
K.5.1. Identify steps needed to make informed decisions.	K – 20
K.5.2. Identify health situations that require decision-making assistance.	K – 20
K.5.3. Identify trusted adults who help make health decisions for you.	K – 7, 8, 10, 18, 20
Standard 6: Practices for Goal Setting	
K.6.1. Identify individual goals for improving health.	K – 5, 6, 23, 25
K.6.2. Identify choices needed to reach a goal.	K – 5, 6, 23, 25
K.6.3. Identify people who can help achieve goals.	K – 5, 6, 23, 25
Standard 7: Practices for Health-Enhancing Behaviors	
K.7.1. Identify personal health habits that promote healthy living.	K – 1, 5, 6
K.7.2. Identify what causes diseases and other health risks.	K – 5, 26, 27, 29
Standard 8: Practices for Advocating	
K.8.1. Identify ways to encourage others to be healthy.	K – 11, 25, 28, 30

Grade 1	HealthSmart Grade – Lesson
Standard 1: Content Comprehension	
<p>1.1.1. Explain the harmful effects of medicines when used incorrectly.</p> <p>1.1.2. Describe the types of foods and beverages that should be limited.</p> <p>1.1.3. Describe body signals that tell a person when they are hungry and when they are full.</p> <p>1.1.4. Identify appropriate ways to express and deal with feelings.</p> <p>1.1.5. Describe the difference between bullying and teasing and why it is harmful.</p> <p>1.1.6. List ways to prevent harmful effects of the sun.</p> <p>1.1.7. Identify ways to prevent the spread of disease-causing germs.</p> <p>1.1.8. Identify people who can help when someone is injured or suddenly ill.</p> <p>1.1.9. Describe the dangers of experimenting with tobacco.</p> <p>1.1.10. Explain what to do if someone is being bullied.</p> <p>1.1.11. Explain why everyone has the right to tell others not to touch his or her body.</p>	<p>2 – 6</p> <p>2 – 16, 17, 18</p> <p>K – 21</p> <p>1 – 4</p> <p>1 – 18</p> <p>1 – 7</p> <p>2 – 5</p> <p>1 – 17; K – 7, 8, 9</p> <p>1 – 27</p> <p>1 – 18</p> <p>1 – 20</p>
Standard 2: Practices for Analyzing Influences	
<p>1.2.1. Explain how family influences personal health decisions.</p>	<p>1 – 2, 27, 29</p>
Standard 3: Practices for Accessing Valid Information	
<p>1.3.1. Identify roles and responsibilities of school and community health care helpers.</p> <p>1.3.2. Identify trusted adults within your family and the school responsible for keeping you healthy.</p>	<p>1 – 17</p> <p>1 – 1, 9, 11, 18, 29</p>
Standard 4: Practices for Communication	
<p>1.4.1. Demonstrate effective active listening skills.</p> <p>1.4.2. Explain how to effectively communicate needs, wants and feelings in healthy ways.</p> <p>1.4.3. Describe appropriate ways to respond to unwanted, threatening or dangerous situations.</p> <p>1.4.4. Identify a trusted adult with whom to share needs, wants and feelings.</p> <p>1.4.5. Identify positive behaviors to show concern for others.</p>	<p>K – 1</p> <p>1 – 4, 20, 29</p> <p>1 – 17, 20</p> <p>1 – 4</p> <p>1 – 1, 3</p>

Grade 1 (continued)	HealthSmart Grade – Lesson
Standard 5: Practices for Decision-Making	
1.5.1. Identify a health-related situation that requires decision-making skills.	2 – 9, 10, 11, 12, 26
1.5.2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	2 – 26
1.5.3. Identify types of situations when health-related decisions must be made.	2 – 9, 10, 11, 12, 26
Standard 6: Practices for Goal Setting	
1.6.1. Identify goals for positive physical, mental and emotional health.	1 – 8, 23
1.6.2. Identify steps needed to reach a goal.	1 – 8, 28
1.6.3. Describe how others can help achieve goals.	1 - 23
Standard 7: Practices for Health-Enhancing Behaviors	
1.7.1. Describe personal health habits that promote healthy living.	1 – 5, 6, 8
1.7.2. Identify and demonstrate ways to prevent the spreading of disease and other health risks.	2 – 5
1.7.3. Identify positive health behaviors regarding personal wellness, physical activity and safety.	1 – 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 24, 25
Standard 8: Practices for Advocating	
1.8.1. Identify healthy behavior choices for self, family and friends.	1 – 3, 12, 19, 22, 28, 29

Grade 2	HealthSmart Grade – Lesson
Standard 1: Content Comprehension	
<p>2.1.1. Describe how to use medicine correctly.</p> <p>2.1.2. Explain what it means to be healthy and how healthy eating and sleeping patterns help the body grow and develop.</p> <p>2.1.3. Identify the benefits of healthy peer and family relationships.</p> <p>2.1.4. Identify safety hazards in the home and the community.</p> <p>2.1.5. Explain why it is harmful to tease or bully others based on personal characteristics.</p> <p>2.1.6. Identify short and long-term physical effects of being exposed to tobacco smoke.</p> <p>2.1.7. Explain why inappropriate touches should be reported to a trusted adult.</p>	<p>2 – 6</p> <p>2 – 7, 8, 17, 18</p> <p>2 – 1 [family]; 1 – 1, 3 [peers]</p> <p>2 – 9, 10, 11, 12</p> <p>2 – 14, 15</p> <p>2 – 23, 24</p> <p>1 – 20</p>
Standard 2: Practices for Analyzing Influences	
<p>4.2.1 Identify and explain how community opportunities can influence personal health decisions and behaviors.</p>	<p>Not covered</p>
Standard 3: Practices for Accessing Valid Information	
<p>2.3.1. Demonstrate how to locate school, home or community health care helpers to enhance health.</p> <p>2.3.2. Identify trusted adults within the community that provide personal health services.</p>	<p>2 – 4, 15, 25</p> <p>Not covered</p>
Standard 4: Practices for Communication	
<p>2.4.1. Demonstrate effective listening and verbal communication skills.</p> <p>2.4.2. Demonstrate healthy ways to effectively communicate needs, wants and feelings.</p> <p>2.4.3. Demonstrate appropriate ways to respond to unwanted, threatening or dangerous situations.</p> <p>2.4.4. Identify a trusted adult to ask for help in an unhealthy situation.</p> <p>2.4.5. Demonstrate how to communicate care and concern for others.</p>	<p>3 – 4</p> <p>2 – 3, 4</p> <p>2 – 15</p> <p>2 – 4, 14, 25</p> <p>2 – 2, 8, 14</p>

Grade 2 (continued)	HealthSmart Grade – Lesson
Standard 5: Practices for Decision-Making	
<p>2.5.1. Explain the potential outcomes of personal health decisions.</p> <p>2.5.2. Explain the difference between when a health-related decision can be made individually and when assistance is needed.</p> <p>2.5.3. Identify how family, peers and media impact health-related decision making.</p>	<p>2 – 9, 10, 11, 12, 26</p> <p>2 – 26</p> <p>2 – 1 [family]; 8, 15 [peers] media covered starting in Grade 3</p>
Standard 6: Practices for Goal Setting	
<p>2.6.1. Set goals for positive physical, mental and emotional health.</p> <p>2.6.2. Analyze steps needed to reach a health-related goal.</p> <p>2.6.3. Describe people who can support the achievement of health-related goals.</p>	<p>2 – 13, 19, 21</p> <p>2 – 13, 19, 21</p> <p>2 – 13, 19, 21</p>
Standard 7: Practices for Health-Enhancing Behaviors	
<p>2.7.1. Describe personal responsibility in making healthy life decisions.</p> <p>2.7.2. Describe behaviors that can cause harm to personal wellness.</p> <p>2.7.3. Describe positive health behaviors regarding personal wellness, physical activity and safety.</p>	<p>2 – 3</p> <p>2 – 3</p> <p>2 – 5, 6, 7, 8, 9, 10, 11, 12, 16, 17, 18, 20, 22, 26</p>
Standard 8: Practices for Advocating	
<p>2.8.1. Demonstrate how to encourage peers to make healthy behavior choices.</p> <p>2.8.2. Make a request of others to advocate to improve their personal health.</p>	<p>2 – 8, 15, 16, 23, 26</p> <p>2 – 15, 16, 25</p>

Grade 3	HealthSmart Grade – Lesson
Standard 1: Content Comprehension	
<p>3.1.1. Explain the potential risks associated with inappropriate use and abuse of prescription medicines.</p> <p>3.1.2. Identify the amount of water and food from each food group that a child needs daily and describe the benefits of drinking water and eating healthy.</p> <p>3.1.3. Describe the relationship between feelings and behavior and appropriate ways to express and deal with emotion.</p> <p>3.1.4. Describe the importance of being aware of one’s own feelings and being sensitive to the feelings of others.</p> <p>3.1.5. Explain why rest and sleep are important for proper growth and good health.</p> <p>3.1.6. Describe ways to prevent harmful effects of the sun.</p> <p>3.1.7. List examples of dangerous or risky behaviors that might lead to injuries.</p> <p>3.1.8. Identify characteristics of healthy relationships.</p> <p>3.1.9. Describe the benefits of abstaining from tobacco use and explain the dangers of experimenting with tobacco products.</p> <p>3.1.10. Describe what to do if oneself or someone else is being bullied.</p> <p>3.1.11. Explain that everyone has the right to tell others not to touch his or her body.</p>	<p>3 – 8</p> <p>3 – 17, 18 food groups covered starting in Grade 4</p> <p>3 – 2</p> <p>3 – 2</p> <p>2 – 7, 8; 4 – 7, 9</p> <p>2 – 7, 8; 4 – 7, 9</p> <p>3 – 9, 10, 11</p> <p>3 – 3, 4</p> <p>3 – 25, 26</p> <p>3 – 14, 15</p> <p>3 – 16</p>
Standard 2: Practices for Analyzing Influences	
<p>3.2.1. Explain how peers can influence healthy and unhealthy behaviors.</p>	<p>3 – 4, 21, 27, 28</p>
Standard 3: Practices for Accessing Valid Information	
<p>3.3.1. Identify characteristics of valid health information.</p> <p>3.3.2. Identify characteristics of accurate and reliable resources for health information.</p>	<p>4 – 20; 5 – 4, 38</p> <p>3 – 1 [role models]; 4 – 20; 5 – 4, 38</p>
Standard 4: Practices for Communication	
<p>3.4.1. Demonstrate verbal and non-verbal ways of communicating with others.</p> <p>3.4.2. Identify healthy ways to effectively communicate when resolving conflict.</p> <p>3.4.3. Identify refusal skills that avoid or reduce health risks and explain why they are important.</p>	<p>3 – 4, 29</p> <p>4 – 14, 15</p> <p>3 – 16, 29</p>

Grade 3 (continued)	HealthSmart Grade – Lesson
Standard 4: Practices for Communication (continued)	
3.4.4. Demonstrate ways to tell a trusted adult if threatened or harmed.	3 – 15, 16
3.4.5. Explain the role of empathy and compassion when listening to others.	3 – 5
Standard 5: Practices for Decision-Making	
3.5.1. Identify the influences family, peers and media have on personal health decisions.	3 – 3, 4, 21, 27, 28
3.5.2. Identify health-related situations that might require an informed decision.	3 – 13, 26
3.5.3. Identify how community, school, media and technology influence a decision related to personal health.	3 – 14, 15, 21, 28
Standard 6: Practices for Goal Setting	
3.6.1. Set long-term goals for positive physical, mental or emotional health.	3 – 12, 22, 24
3.6.2. Establish a long-term plan for achieving goals.	3 – 12, 22, 24
3.6.3. Identify resources in the family, school or community that can help with the achievement of health-related goals.	3 – 12, 22, 24
Standard 7: Practices for Health-Enhancing Behaviors	
3.7.1. Describe the importance of developing positive health habits.	3 – 6, 7, 9
3.7.2. Identify behaviors that reduce or prevent health risks of disease and injuries.	3 – 6, 7, 8, 9, 10, 11, 13, 12, 16, 29
3.7.3. Explain positive health behaviors related to personal wellness, physical activity and safety.	3 – 4, 17, 18, 19, 20, 22, 23, 24, 26
Standard 8: Practices for Advocating	
3.8.1. State personal beliefs that may improve the health of self and others.	3 – 7, 10, 11, 15
3.8.2. Identify factual information needed to advocate to improve the personal health and wellness of others.	3 – 7, 11, 15, 29

Grade 4	HealthSmart Grade – Lesson
Standard 1: Content Comprehension	
<p>4.1.1. Identify family and school rules about alcohol use.</p> <p>4.1.2. Explain the importance of eating a variety of foods from all the food groups and describe the benefits of healthy eating habits.</p> <p>4.1.3. Identify feelings and emotions associated with loss and grief and depression and sadness and explain what it means to be emotionally healthy.</p> <p>4.1.4. Identify personal stressors at home, in school and with friends.</p> <p>4.1.5. Describe the symptoms of someone who is seriously ill and needs immediate medical attention.</p> <p>4.1.6. List ways to prevent injuries at home, at school and in the community and explain what to do if someone is poisoned or injured and needs help.*</p> <p>4.1.7. Describe ways to prevent the spread of germs that cause infectious disease.</p> <p>4.1.8. Summarize why it is harmful to tease or bully others based on personal characteristics.*</p> <p>4.1.9. Explain the short and long-term physical effects of being exposed to others’ tobacco use.</p> <p>4.1.10. Identify strategies to avoid physical fighting and violence.*</p> <p>4.1.11 Explain the importance of telling an adult if someone is in danger of hurting themselves or others.*</p> <p>* Grade 4 focuses on unintentional injury; Grade 5 on violence prevention.</p>	<p>3 – 28; 5 – 24</p> <p>4 – 17</p> <p>4 – 4, 6</p> <p>4 – 2</p> <p>Not covered</p> <p>4 – 11, 12 [injuries only]</p> <p>4 – 7</p> <p>3 – 14; 5 – 7, 8</p> <p>4 – 20</p> <p>5 – 10, 12</p> <p>5 – 13</p>
Standard 2: Practices for Analyzing Influences	
<p>5.2.1 Describe how community can support personal health decisions and behaviors.</p>	<p>4 – 11</p>
Standard 3: Practices for Accessing Valid Information	
<p>4.3.1. Identify characteristics of valid health information, products and services.</p> <p>4.3.2. Describe resources from home, school and community that provide valid health products and services.</p>	<p>4 – 20</p> <p>4 – 6, 20, 27</p>

Grade 4 (continued)	HealthSmart Grade – Lesson
Standard 4: Practices for Communication	
<p>4.4.1. Describe effective verbal and non-verbal communication skills to enhance healthy behaviors.</p> <p>4.4.2. Describe healthy ways to manage or resolve conflict.</p> <p>4.4.3. Describe refusal skills that avoid or reduce health risks.</p> <p>4.4.4. Demonstrate how to effectively communicate needs, wants and feelings in healthy ways.</p> <p>4.4.5. Demonstrate how to communicate support for others.</p>	<p>5 – 3</p> <p>4 – 14, 15</p> <p>4 – 13, 22, 23</p> <p>4 – 3, 5, 6</p> <p>4 – 4, 24, 26</p>
Standard 5: Practices for Decision-Making	
<p>4.5.1. Describe how family, peers and media influence decision-making for personal health.</p> <p>4.5.2. Explain the essential steps needed to make a health-related decision.</p> <p>4.5.3. Explain how community, school, media and technology influence a decision related to personal health.</p>	<p>4 – 28</p> <p>4 – 28</p> <p>4 – 11, 21</p>
Standard 6: Practices for Goal Setting	
<p>4.6.1. Set long-term goals for positive physical, mental or emotional health and identify skills you will need to achieve them.</p> <p>4.6.2. List goals and identify steps needed for achieving goals.</p> <p>4.6.3. Analyze resources in the family, school or community that can influence (positively or negatively) the achievement of health-related goals.</p>	<p>4 – 9, 19</p> <p>4 – 9, 19</p> <p>4 – 9, 19</p>
Standard 7: Practices for Health-Enhancing Behaviors	
<p>4.7.1. Compare and contrast the short and long-term effects of positive and negative health choices.</p> <p>4.7.2. Describe practices and behaviors that reduce or prevent health risks related to diseases and injuries.</p> <p>4.7.3. Interpret why good health habits enhance physical, mental and emotional health.</p>	<p>4 – 2, 5, 7, 8, 10, 17, 18, 20, 28</p> <p>4 – 7, 8, 11, 12, 13, 14, 15, 23, 24</p> <p>4 – 3, 5, 7, 17, 18</p>
Standard 8: Practices for Advocating	
<p>4.8.1. Demonstrate how to advocate for others (peers, family and community) to make positive health choices.</p> <p>4.8.2. Describe personal beliefs to persuade, support and promote others to improve personal health and wellness.</p>	<p>4 – 20, 24, 26</p> <p>4 – 20, 24, 25, 26</p>

Grade 5	HealthSmart Grade – Lesson
Standard 1: Content Comprehension	
<p>5.1.1. Identify short and long-term effects of alcohol use.</p> <p>5.1.2. Describe the benefits of limiting the consumption of solid fat, added sugar and sodium and explain the concept of eating in moderation.</p> <p>5.1.3. List physical and emotional reactions to stress and identify positive and negative ways of dealing with stress and anxiety.</p> <p>5.1.4. Explain the difference between infectious and non- infectious diseases, as well as how to prevent and treat them.</p> <p>5.1.5. Describe safety precautions for playing and working outdoors in different kinds of weather and climates.*</p> <p>5.1.6. Describe basic male and female reproductive body parts and their functions as well as the physical, social and emotional changes that occur during puberty.</p> <p>5.1.7. Explain that tobacco use is an addiction that can be treated.**</p> <p>5.1.8. Explain why it is harmful to tease or bully others based on personal characteristics and describe examples of pro-social behaviors that help prevent violence.</p> <p>* Grade 4 focuses on unintentional injury; Grade 5 on violence prevention. ** Grade 5 focuses on alcohol only.</p>	<p>5 – 24</p> <p>5 – 17, 18, 19</p> <p>4 – 1, 2, 3</p> <p>5 – 5, 6</p> <p>4 – 11</p> <p>5 – 33, 34, 35</p> <p>4 – 20</p> <p>5 – 7, 8, 9, 12, 36; 4 – 14 [prosocial behaviors]</p>
Standard 2: Practices for Analyzing Influences	
<p>5.2.1 Analyze how media influences thoughts and feelings concerning health behaviors.</p>	<p>5 – 14, 27, 30</p>
Standard 3: Practices for Accessing Valid Information	
<p>5.3.1. Evaluate resources from school, home and community that provide valid health information.</p> <p>5.3.2. Analyze the influences of family, culture, media, and technology when accessing valid health information.</p>	<p>5 – 4, 5, 13, 31, 38</p> <p>Not covered</p>
Standard 4: Practices for Communication	
<p>5.4.1. Demonstrate verbal and non-verbal communication skills to enhance healthy behaviors for self and others.</p> <p>5.4.2. Demonstrate healthy ways to manage or resolve conflict.</p> <p>5.4.3. Demonstrate effective refusal skills that avoid or reduce health risks.</p>	<p>5 – 3</p> <p>4 – 14, 15</p> <p>5 – 28</p>

Grade 5 (continued)	HealthSmart Grade – Lesson
Standard 4: Practices for Communication (continued)	
5.4.4. Demonstrate how to effectively ask for help in order to reduce physical, mental or emotional health risks.	5 – 31
5.4.5. Demonstrate how to communicate empathy and support for someone.	5 – 3
Standard 5: Practices for Decision-Making	
5.5.1. Demonstrate decision-making skills needed to avoid unhealthy choices.	5 – 12, 29
5.5.2. Analyze when assistance is, or is not, needed in making a health-related decision.	5 – 29
5.5.3. Demonstrate how community, school, media, and technology influence a decision related to personal health.	5 – 7, 14, 19, 27, 30
Standard 6: Practices for Goal Setting	
5.6.1. Analyze and revise, if needed, long-term goals to include positive physical, mental or emotional health.	5 – 23
5.6.2. Analyze goals and the influence family, peers, community, media and technology have on those goals.	5 – 22, 23, 30
5.6.3. Analyze lifestyles, skills and resources to determine the effect they will have on the achievement and/or maintenance of long-term personal goals.	5 – 22, 29, 30
Standard 7: Practices for Health-Enhancing Behaviors	
5.7.1. Analyze personal health practices and set goals to practice positive behaviors that affect physical, mental and emotional health.	5 – 6, 17, 20, 22, 23
5.7.2. Describe and demonstrate healthy practices and behaviors on a routine basis.	5 – 3, 6, 22, 23
5.7.3. Describe health-enhancing practices and behaviors for physical, mental and emotional health.	5 – 1, 2, 3, 6, 16, 20, 37
Standard 8: Practices for Advocating	
5.8.1. Persuade others to engage in healthy behaviors through conversations, presentations and interactive media, using school and community resources.	5 – 9, 15, 27, 36
5.8.2. Demonstrate how to advocate for others to make positive behavior choices to improve personal health and wellness.	5 – 9, 15, 27, 36