

***HealthSmart* Alignment with
Alabama Course of Study
Health Education**

Grades K–5

advancing
health
equity **etr.**

Grade K	HealthSmart (Grade – Lesson)
Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
K.1.1. Identify behaviors that impact personal health.	K – 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
K.1.2 Identify healthy food choices.	K – 21, 22
K.1.3 List everyday chemical products that can be used like a harmful drug.	K – 16
K.1.4 Explain why healthy behaviors such as brushing teeth and getting adequate sleep are important.	K – 5, 6
K.1.5 Describe ways to prevent the spread of communicable diseases.	K – 6
K.1.6 List reasons to call for emergency assistance.	K – 18, 19
K.1.7 Identify positive examples of physical health.	K – 5, 6, 9
Anchor Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
K.2.1 Identify external factors that influence personal health.	K – 3, 10
K.2.1a List family rules and activities that promote health and safety.	K – 7, 8, 9, 10, 11
K.2.2 List types of media.	Not covered
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
K.3.1 Identify school and community health helpers who can assist in understanding health procedures.	K – 3, 7, 8, 9, 10, 11, 18, 22
K.3.2 Discuss the role of the school nurse in encouraging student wellness.	K – 9
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
K.4.1 Explain how a person can use good listening skills to enhance his or her health.	K – 1
K.4.2 Name various emotions and feelings.	K – 2
K.4.3 Describe how to express feelings to prevent a conflict from starting.	K – 2
K.4.4 Tell ways to respond in an unwanted, threatening, or dangerous situation.	K – 10, 11, 18, 29
K.4.5 Identify characteristics of a trusted adult.	K – 3

Grade K <i>(continued)</i>	HealthSmart (Grade – Lesson)
Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
K.5.1 Discuss when and what assistance is needed for health-related situations.	K – 7, 8, 9, 10, 11, 18, 19, 20
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
K.6.1 Define a goal and identify several potential age-appropriate, short-term health goals.	K – 5, 6, 23, 25
K.6.2 Identify family members who can assist with achieving short-term health goals.	K – 5, 6, 23, 25
Anchor Standard 7: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
K.7.1 Show healthy behaviors that improve personal health and wellness.	K – 1, 5, 6
K.7.2 Demonstrate healthy behaviors that prevent injuries.	K – 13, 14, 15, 16, 17, 19, 20
Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	
K.8.1 Role play behaviors that promote personal healthy habits.	K – 6, 9, 10, 29

Grade 1	HealthSmart (Grade – Lesson)
Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
1.1.1. Explain how healthy behaviors impact personal health.	1 – 1, 2, 3, 4, 5, 6, 7, 8, 18, 21, 22, 23, 24, 25, 26, 27
1.1.2 List food safety precautions	Not covered
1.1.3 Explain how over-the-counter and prescription medicines can be misused	K – 7 2 – 6
1.1.4 Explain rationale for not sharing hygiene products.	Can be addressed in 1 – 6
1.1.5 Apply measures for cleanliness and disease prevention.	1 – 5
1.1.6 Demonstrate asking for assistance to enhance safety for self and others.	1 – 17, 20
1.1.7 Identify positive examples of social and emotional health.	1 – 1, 3, 4
Anchor Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
1.2.1 Contrast tattling with reporting aggression, bullying, and violent behavior.	1 – 18
1.2.1a List healthy foods served by the school cafeteria.	Could be addressed in 1 – 21
1.2.2 Describe how advertisements can influence food choices.	Could be addressed in 1 – 21
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
1.3.1 Describe the roles of various health care professionals.	Not covered
1.3.2 Identify school and community health helpers who can be contacted in emergencies.	1 – 17
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
1.4.1. Identify ways listening skills can be used to build and maintain healthy relationships.	1 – 3
1.4.2 Discuss ways to express feelings to peers in a healthy way.	1 – 4
1.4.3 Interpret the feelings of and describe ways to show empathy for others.	1 – 3, 4
1.4.4 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.	1 – 16, 17, 18, 20
1.4.5 Identify appropriate and inappropriate touches.	1 – 20

Grade 1 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
1.5.1 Describe situations in which students must choose between healthy and risky behaviors.	1 – 10, 12, 13, 14, 15, 16, 26
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
1.6.1 Create an age-appropriate personal health goal.	1 – 8, 23, 25
1.6.2 Describe ways that parents and other trusted adults can help a student achieve a health goal.	1 – 23, 25
Anchor Standard 7: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
1.7.1 Identify healthy practices and behaviors to maintain or improve personal health.	1 – 5, 6, 8
1.7.2 Determine behaviors that avoid or reduce injury.	1 – 7, 10, 12, 13, 14, 15, 16, 17
Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	
1.8.1 Encourage peers to make positive health choices.	1 – 3, 12, 19, 22, 28

Grade 2	HealthSmart (Grade – Lesson)
Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
2.1.1. Describe behaviors that enhance physical and mental health.	2 – 1, 2, 3, 4, 5, 6, 7, 8, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26
2.1.2 Summarize motivations for eating food.	K – 21 [hunger/fullness] 2 – 17, 18, 19
2.1.3 Describe why avoiding tobacco is a healthy behavior	2 – 23, 26
2.1.4 List ways to prevent germs from spreading.	2 – 5
2.1.5 Investigate how immunizations and regular care from health professionals prevent disease.	Not covered
2.1.6 List ways to prevent common childhood injuries.	2 – 9, 10, 11, 12, 13
2.1.7 Identify positive examples of mental health.	2 – 1, 2, 3
Anchor Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
2.2.1 Identify ways the school supports personal health practices and behaviors. <i>(Focus is on trusted adults at school and school rules)</i>	2 – 4, 14, 25
2.2.1a Identify how hereditary and environmental factors influence family health.	2 – 1 [how families grow and change]
2.2.2 Discuss how advertisements can influence individuals to purchase certain products.	Could be addressed in 2 – 17
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
2.3.1 Explain the importance of identifying trusted adults and health professionals.	2 – 4, 14, 25
2.3.2 Identify adults and professionals who help to promote regular physical activity.	2 – 21
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
2.4.1 Demonstrate techniques of effective listening.	Not covered
2.4.2 Explain ways that bullying and excessive teasing can be hurtful.	2 – 14, 15
2.4.3 Demonstrate how to communicate with others with kindness and respect.	2 – 2, 15
2.4.4 Summarize strategies for reporting harmful acts.	2 – 15
2.4.5 Demonstrate how to tell a trusted adult if inappropriate touching occurs.	1 – 20

<p>Grade 2 <i>(continued)</i></p>	<p>HealthSmart (Grade – Lesson)</p>
<p>Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>	
<p>2.5.1. Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p>	<p>2 – 26 Can also be included in 2 – 9, 10, 11, 12, 13</p>
<p>Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	
<p>2.6.1 Describe various ways to reach a personal health goal.</p>	<p>2 – 13, 19, 21</p>
<p>2.6.2 Identify school and community individuals who can help support personal health goals.</p>	<p>2 – 13, 19, 21</p>
<p>Anchor Standard 7: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	
<p>2.7.1 Predict how healthy behaviors can reduce health risks.</p>	<p>2 – 5, 6, 7, 8, 17, 20, 22, 26</p>
<p>2.7.2 Describe personal behaviors that enhance safety at school, home and within the community.</p>	<p>2 – 9, 10, 11, 12, 13</p>
<p>Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>	
<p>2.8.1 Enlist family and community participation in positive health activities.</p>	<p>2 – 8, 15, 16, 23, 26 [advocacy lessons]</p>

Grade 3	HealthSmart (Grade – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
3.1.1 Describe the relationship between healthy behaviors and personal health.	3 – 1, 2, 3, 4, 5, 6, 7, 8, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28
3.1.2 Illustrate the link between the six main nutrients and being healthy.	Can be addressed in 3 – 17
3.1.3 Examine the harmful effects of tobacco, drugs, and alcohol on the body.	3 – 25
3.1.4 Describe strategies and skills important to personal hygiene.	3 – 6, 7
3.1.5 Identify symptoms which might need treatment from health care providers.	3 – 8
3.1.6 Identify personal protection equipment needed for sports or recreational activities.	3 – 10, 11
3.1.7 Identify positive examples of environmental health.	Not covered
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
3.2.1 Describe how family influences personal health practices and behaviors.	3 – 3, 21
3.2.1a Identify ways that peers can influence healthy and unhealthy behaviors.	3 – 4, 21, 27, 28
3.2.2 Compare a variety of media messages affecting consumer health decisions.	3 – 21
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
3.3.1 List reliable health-related information, products, and services.	Not covered
3.3.2 Identify sources of accurate information about health products, information, and services.	Not covered
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
3.4.1 Practice skills needed to develop and maintain personal relationships.	3 – 4
3.4.2 Discuss healthy ways to express needs, wants, and feelings.	3 – 2, 4, 29
3.4.3 Recognize causes of conflicts and apply nonviolent strategies to manage or resolve situations.	4 – 14, 15
3.4.4. State effective refusal skills to enhance health.	3 – 16, 29
3.4.5 Explain that each person has the right to tell others not to touch his or her body.	3 – 16

Grade 3 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
3.5.1 Discuss the consequences of possible choices when making a health decision.	3 – 13, 26
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
3.6.1 Set a personal health-enhancing goal to pursue for several weeks.	3 – 12, 22, 24
3.6.2 Identify barriers to achieving personal health goals, determine how to achieve, and monitor progress.	3 – 12, 22, 24
Standard 7: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
3.7.1 Develop a plan for responsible personal health behavior.	3 – 7, 12, 13, 18, 22, 24, 26
3.7.2 Describe healthy practices that maintain or improve personal health.	3 – 4, 6, 18, 22, 24
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
3.8.1 Research public health and environmental laws that protect personal health.	Not covered

Grade 4	HealthSmart (Grade – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
4.1.1 Describe school practices that promote a safe and healthy environment.	4 – 11
4.1.2 Compare unhealthy and healthy eating patterns, including eating in moderation.	4 – 17
4.1.3 Summarize short-term and long-term effects of cigarettes and smokeless tobacco products.	4 – 20
4.1.4 Summarize methods that prevent the spread of germs which cause communicable diseases.	4 – 7
4.1.5 Explain how to prevent or control common childhood illnesses and conditions	4 – 3 [stress]
4.1.6 Describe ways to prevent common childhood injuries.	4 – 10, 11, 12
4.1.7 Compare and contrast the six dimensions of health.	Not covered
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
4.2.1 Explain the influence of culture on health practices and behaviors.	4 – 21
4.2.1a Explain the importance of good communication within the family unit.	3 – 3
4.2.2 Explain how media influence thoughts, feelings, and health behaviors.	4 – 21
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
4.3.1 Locate reliable health resources from home, school, and community.	4 – 6, 20, 27
4.3.2 Compare health-related advertisements regarding “truth in advertising.”	Not covered
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
4.4.1 Demonstrate skills that communicate care, consideration, and respect for self and others.	4 – 6, 13, 26
4.4.2 Describe the various types of bullying and effects on the victim.*	5 – 7, 8, 9
4.4.3 Demonstrate how to avoid conflict and explain when it is necessary for an adult to intervene.	4 – 14, 15
4.4.4. Model refusal skills that avoid or reduce health risks.	4 – 13, 22, 23
4.4.5 Describe how to avoid dangerous situations involving strangers and Internet safety.	3 – 16 5 – 9 [cyberbullying]

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

Grade 4 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
4.5.1 Research health-related situations that might require a thoughtful decision.	4 – 14, 28
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
4.6.1 Describe ways to put a plan into place to achieve a goal.	4 – 9, 19
4.6.2 Identify resources to assist in achieving personal health goals.	4 – 9, 19
Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.	
4.7.1 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	4 – 3, 5, 6, 7, 8, 9, 19, 27
4.7.2 Apply safety rules for engaging in outdoor physical activities requiring the use of special equipment.	4 – 11, 12
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
4.8.1 Describe healthy advocacy strategies.	4 – 20, 24, 26

Grade 5	HealthSmart (Grade – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health.	5 – 1, 2, 4, 5, 6, 7, 8, 11, 13, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 30, 32, 33, 34, 35, 37
5.1.2 Utilize information on various food labels to determine nutritional value.	
5.1.3 Research illnesses and diseases associated with the use and abuse of tobacco, drugs, and alcohol.	
5.1.4 Develop strategies and skills to promote personal hygiene.	
5.1.5 Identify signs, symptoms, and risk factors for cancer, heart disease, obesity, and diabetes.	
5.1.6 Design a personal and class safety plan.	
5.1.7 Design a personal health plan utilizing the six dimensions of health.	
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
5.2.1 Describe how the school and community can support personal health practices and behaviors.	5 – 9
5.2.2 Describe how positive and negative influences from family, peers and culture affect adolescents’ body acceptance during the changes of puberty.	
5.2.3 Describe ways that technology can influence personal health.	5 – 7, 8
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
5.3.1 Collect information about health choices from home, school, and community.	5 – 4, 5, 31, 38
5.3.2 Research factors to consider when selecting health products.	5 – 4 [information only]
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
5.4.1 Utilize effective verbal and nonverbal communication skills to build and maintain relationships and enhance health.	5 – 3
5.4.2 Compare positive and negative ways to respond to conflict and bullying.	4 – 14, 15 5 – 9
5.4.3 Develop a class plan to prevent bullying in the school.	5 – 9
5.4.4 Apply risk reduction behaviors to protect self and others from use of alcohol, tobacco, and other drugs.	5 – 28, 29, 30
5.4.5 Apply the practice of keeping personal information private while online.	Not covered

Grade 5 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
5.5.1 Predict the potential outcomes of possible options when making a health-related decision.	5 – 29
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
5.6.1 Create a personal health goal and track progress toward its achievement.	5 – 22, 23
5.6.2 Identify resources in the school that may assist with achieving personal health goals.	5 – 22, 23, 30
Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.	
5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks.	5 – 6, 9, 12, 19, 28
5.7.2 Propose safety precautions for Internet use and electronic gaming.	Not covered
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
5.8.1 Implement a school health improvement project.	5 – 9, 15, 36