

***HealthSmart* Alignment with
Arizona
Health Standards
Grades K–5**

<p>Grades K–2</p>	<p>HealthSmart (Grade – Lesson)</p>
<p>Strand 1: Comprehension of Health Promotion and Disease Prevention Concepts</p>	
<p>Concept 1: Understanding relationship between health behaviors and health</p>	
<p>PO 1. Identify that healthy behaviors affect personal health and overall well-being.</p>	<p>K – 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 1 – 1, 2, 3, 4, 5, 6, 7, 8, 18, 21, 22, 23, 24, 25, 26, 27 2 – 1, 2, 3, 4, 5, 6, 7, 8, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26</p>
<p>Concept 2: Understanding multiple dimensions of health</p>	
<p>PO 1. Recognize what the human body is and what it means to be healthy.</p>	<p>K – 4, 7, 8, 24 1 – 1, 24 2 – 2, 7, 20</p>
<p>Concept 3: Understanding personal health</p>	
<p>PO 1. Describe ways to prevent communicable diseases.</p>	<p>K – 6 1 – 5 2 – 5</p>
<p>PO 2. Identify that foods are classified into food groups and that a variety of food is needed for personal health, growth, and development. <i>(Food groups per se not covered until Grade 4)</i></p>	<p>K – 21, 22 1 – 21 2 – 17, 18</p>
<p>PO 3. Identify that physical activity is integral to good health.</p>	<p>K – 24, 25 1 – 24, 25 2 – 20, 21, 22</p>
<p>Concept 4: Understanding prevention of injuries and health problems</p>	
<p>PO 1. List ways to prevent common childhood injuries.</p>	<p>K – 13, 14, 15, 16, 17 1 – 7, 9, 10, 11, 12, 13, 14, 15, 16, 20 2 – 9, 10, 11, 12, 13</p>
<p>Concept 5: Understanding use of health care</p>	
<p>PO 1. Describe why it is important to seek health care.</p>	<p>K – 7, 8 2 – 6</p>
<p>Strand 2: Analysis of Factors Affecting Health Behaviors</p>	
<p>Concept 1: External influences on personal health</p>	
<p>PO 1. Identify how the family influences personal health practices and behaviors.</p>	<p>K – 3 1 – 2, 27, 29 2 – 1</p>
<p>PO 2. Recognize how culture influences health practices and behaviors.</p>	<p>Can be included in: K – 2, 3; 1 – 2, 4; 2 – 1, 3</p>
<p>PO 3. Recognize how peers can influence healthy and unhealthy behaviors.</p>	<p>K – 11, 23, 25, 30 1 – 1, 3, 14, 18, 19, 28 2 – 2, 8, 14, 15, 26</p>

Grades K–2 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Strand 2: Analysis of Factors Affecting Health Behaviors <i>(continued)</i>	
Concept 1: External influences on personal health <i>(continued)</i>	
PO 4. Identify what the school can do to support personal health practices and behaviors. <i>(Focus is on trusted adults at school and school rules)</i>	K – 7, 8, 10, 11 1 – 13, 14, 16, 18 2 – 4, 14, 15, 25
PO 5. Describe how the media can influence health behaviors.	Not covered
PO 6. Recognize how technology can influence personal health.	Not covered
Strand 3: Access to Health Information, Products and Services to Enhance Health	
Concept 1: Knowledge of sources of help	
PO 1. Identify trusted adults and professionals who can help promote health.	K – 3, 7, 8, 9, 10, 11, 18, 22 1 – 1, 9, 11, 18, 29 2 – 4, 14, 25
Concept 2: Accessing help	
PO 1. Identify ways to locate school and community health helpers.	K – 9, 10, 19 1 – 17
Strand 4: Use of Interpersonal Communication Skills to Enhance Health	
Concept 1: Communication to enhance health	
PO 1. Demonstrate healthy ways to express needs, wants, and feelings.	K – 1, 2, 3, 9, 10 1 – 29 2 – 4
PO 2. Demonstrate listening skills to enhance health.	K – 1
Concept 2: Self-protection and dealing with conflict	
PO 1. Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.	1 – 20
Concept 3: Asking for help	
PO 1. Demonstrate ways to tell a trusted adult if threatened or harmed.	K – 19 1 – 17, 20 2 – 15
Strand 5: Use of Decision-Making Skills to Enhance Health	
Concept 1: Influences on health decision making	
PO 1. Identify circumstances that can help or hinder healthy decision making.	2 – 9, 10, 11, 12
Concept 2: Application of decision-making skills to health	
PO 1. Identify situations when a health-related decision is needed.	K – 20, 21 2 – 9, 10, 11, 12, 26
PO 2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	K – 20 2 – 26

Grades K–2 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Strand 6: Use of Goal-Setting Skills to Enhance Health	
Concept 2: Health-related goal setting	
PO 1. Identify a short-term personal health goal and take action toward achieving the goal.	K – 5, 6, 23, 25 1 – 8, 23 2 – 13, 19, 21
PO 2. Identify who can help when assistance is needed to achieve a personal health goal.	K – 5, 6, 23, 25 1 – 23 2 – 13, 19, 21
Strand 7: Ability to Practice Health-Enhancing Behaviors	
Concept 2: Healthy practices and behaviors	
PO 1. Demonstrate healthy practices and behaviors to maintain or improve personal health.	K – 1, 5, 6 1 – 5, 6, 8 2 – 5, 22, 26
PO 2. Demonstrate behaviors that avoid or reduce health risks.	K – 2, 13, 14, 15, 16, 17, 19, 29 1 – 7, 10, 12, 16, 17 2 – 3
Strand 8: Ability to Advocate for Health	
Concept 1: Personal advocacy	
PO 1. Make requests to promote personal health.	K – 3, 7, 29 1 – 19, 28, 29 2 – 15, 16, 25
PO 2. Encourage family and peers to make positive health choices.	K – 11, 25, 28, 30 1 – 3, 12, 19, 22, 28 2 – 8, 15, 16, 23, 26

Grades 3–5	HealthSmart (Grade – Lesson)
Strand 1: Comprehension of Health Promotion and Disease Prevention Concepts	
Concept 1: Understanding relationship between health behaviors and health	
PO 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 4 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 16, 17, 18, 19, 20, 21, 25, 26, 28 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
Concept 2: Understanding multiple dimensions of health	
PO 1. Identify examples of emotional, intellectual, physical, and social health.	3 – 1 5 – 1
Concept 3: Understanding personal health	
PO 1. Describe ways in which a safe and healthy school and community environment can promote personal health.	3 – 9, 10, 11, 13, 14, 15 4 – 11 5 – 36
PO 2. Describe the key nutrients contained in the food groups and how these nutrients affect health and learning.	3 – 17 4 – 16, 17 5 – 16
PO 3. Describe how physical activity impacts health.	3 – 23 4 – 18 5 – 20, 21
Concept 4: Understanding prevention of injuries and health problems	
PO 1. Describe ways to prevent common childhood injuries and health problems.	3 – 9, 10, 11, 16 4 – 3, 10, 11, 12, 14, 15 5 – 9, 10, 11, 12
Concept 5: Understanding use of health care	
PO 1. Describe when it is important to seek health care.	3 – 8
Strand 2: Analysis of Factors Affecting Health Behaviors	
Concept 1: External influences on personal health	
PO 1. Describe how the family influences personal health practices and behaviors.	3 – 3, 21 4 – 21 5 – 2, 10, 30, 33
PO 2. Identify the influence of culture on health practices and behaviors.	3 – 21 4 – 21 5 – 19, 36
PO 3. Describe how peers can influence healthy and unhealthy behaviors.	3 – 4, 21, 27, 28 4 – 13, 21 5 – 2, 7, 11, 19, 26, 30

Grades 3–5 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Strand 2: Analysis of Factors Affecting Health Behaviors <i>(continued)</i>	
Concept 1: External influences on personal health <i>(continued)</i>	
PO 4. Describe how the school and community can support personal health practices and behaviors.	3 – 15 4 – 11 5 – 9
PO 5. Explain how media influences thoughts, feelings, and health behaviors.	3 – 21, 28 4 – 21 5 – 14, 27, 30
PO 6. Describe ways that technology can influence personal health.	5 – 7, 8
Strand 3: Access to Health Information, Products and Services to Enhance Health	
Concept 1: Knowledge of sources of help	
PO 1. Identify characteristics of valid health information, products, and services.	4 – 20 5 – 4, 38
Concept 2: Accessing help	
PO 1. Locate resources from home, school, and community that provide valid health information.	3 – 1 4 – 6, 20, 27 5 – 4, 5, 13, 31, 38
Strand 4: Use of Interpersonal Communication Skills to Enhance Health	
Concept 1: Communication to enhance health	
PO 1. Demonstrate effective verbal and nonverbal communication skills to enhance health.	3 – 4, 29 5 – 3
PO 2. Demonstrate refusal skills that avoid or reduce health risks.	3 – 16, 29 4 – 13, 22, 23 5 – 28
Concept 2: Self-protection and dealing with conflict	
PO 1. Demonstrate nonviolent strategies to manage or resolve conflict.	4 – 15
Concept 3: Asking for help	
PO 1. Demonstrate how to ask for assistance to enhance personal health.	3 – 15, 16 4 – 6, 15, 27 5 – 31
Strand 5: Use of Decision-Making Skills to Enhance Health	
Concept 1: Influences on health decision making	
PO 1. Identify circumstances that can help or hinder healthy decision making.	3 – 13, 26 4 – 14, 28 5 – 12, 29

Grades 3–5 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Strand 5: Use of Decision-Making Skills to Enhance Health	
Concept 2: Application of decision-making skills to health	
PO 1. Identify health-related situations that might require a thoughtful decision.	3 – 13, 26 4 – 14, 28 5 – 12, 29
PO 2. Analyze when assistance is needed when making a health-related decision.	3 – 13, 26 4 – 28 5 – 29
PO 3. List healthy options to health-related issues or problems.	3 – 13, 26 4 – 28 5 – 29
PO 4. Predict the potential outcomes of each option when making a health-related decision.	3 – 13, 26 4 – 28 5 – 29
PO 5. Choose a healthy option when making a decision.	3 – 13, 26 4 – 28 5 – 29
PO 6. Describe the outcomes of a health-related decision.	3 – 26 5 – 29, 30, 37
Strand 6: Use of Goal-Setting Skills to Enhance Health	
Concept 2: Health-related goal setting	
PO 1. Set a personal health goal and track progress toward its achievement.	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23
PO 2. Identify resources to assist in achieving a personal health goal	3 – 12, 22, 24 4 – 9, 19 5 – 22, 23, 30
Strand 7: Ability to Practice Health-Enhancing Behaviors	
Concept 1: Personal responsibility for health	
PO 1. Identify responsible personal health behaviors	3 – 9, 11, 14 4 – 4, 12 5 – 25, 26, 30, 33
Concept 2: Healthy practices and behaviors	
PO 1. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	3 – 1, 2, 18, 22, 23 4 – 9, 19 5 – 1, 3, 22, 23, 33, 37
PO 2. Demonstrate a variety of behaviors that avoid or reduce health risks.	3 – 6, 8, 10, 11, 12, 16, 26 4 – 3, 5, 11, 12, 13, 15, 24 5 – 6, 9, 12, 15, 19, 29

Grades 3–5 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Strand 8: Ability to Advocate for Health	
Concept 1: Personal advocacy	
PO 1. Express opinions and give accurate information about health issues.	3 – 7, 10, 11, 15, 29 4 – 20, 24, 25, 26 5 – 9, 15, 27, 36
PO 2. Encourage others to make positive health choices.	3 – 7, 11, 15, 29 4 – 20, 24, 26 5 – 9, 15, 27, 36