

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 1: Health Behavior</b>					
<p><u>Personal Health Habits</u> <b>HE.K.1C</b> Identify types of exercise and active play that are good for the body such as walking, running, jogging, bicycling, skating, rope jumping, and soccer.</p>	<p><u>Personal Health Habits</u> <b>HE.1.1A</b> Describe and practice activities that enhance individual health such as enough sleep, rest, nutrition, exercise, physical activity, dental health, skin care, and hand washing.</p>	<p><u>Personal Health Habits</u> <b>HE.2.1F</b> Describe the importance of individual health maintenance activities such as regular medical and dental checkups, engaging in regular physical activity, eating healthy, and getting adequate rest and sleep.</p>	<p><u>Personal Health Habits</u> <b>HE.3.1A</b> Explain how personal-health habits affect self and others.  <b>HE.3.1B</b> Describe ways to improve personal fitness such as engaging in regular physical activity and eating a healthy diet.</p>	<p><u>Personal Health Habits</u> <b>HE.4.1F</b> Identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety.</p>	<p><u>Personal Health Habits</u> <b>HE.5.1F</b> Analyze the components of a personal health maintenance plan for individuals and families such as stress management, physical activity habits, eating habits, and personal safety.</p>
<p><u>Hygiene</u> <b>HE.K.1A</b> Identify and practice personal health habits that help individuals stay healthy such as a proper amount of rest and sleep, clean hands, proper oral health, skin care, hair care and physical activity.</p>	<p><u>Hygiene</u> <b>HE.1.8A</b> Name various members of his/her family who help them to promote and practice health habits.</p>	<p><u>Hygiene</u> <b>HE.2.1B</b> Describe and demonstrate personal health habits such as brushing and flossing teeth, hand washing, participating in physical activity and exercise, eating healthy and nutritious diet, practicing sun safety, and getting adequate rest and sleep.</p>	<p><u>Hygiene</u> <b>HE.3.1F</b> Explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.</p>	<p><u>Hygiene</u></p>	<p><u>Hygiene</u></p>
<p><u>Disease Control</u> <b>HE.K.6A</b> Tell how germs cause illness and disease in people of all ages.  <b>HE.K.6B</b> Name symptoms of common illnesses and diseases such as colds, sore throats, flu, ear infections, pink eye, and lice.  <b>HE.K.6C</b> Explain practices used to control the spread of germs such as washing hands and covering mouth and nose when coughing or sneezing.  <b>HE.K.6D</b> Discuss basic parts of the body's defense system against germs such as the skin and body secretions (e.g., tears, mucus)  <b>HE.K.7B</b> Identify ways to prevent the transmission of head lice such as sharing brushes and caps.</p>	<p><u>Disease Control</u> <b>HE.1.7A</b> Name types of germs that cause illness and disease such as bacteria, viruses, fungi, and protozoa.  <b>HE.1.7B</b> Identify common illnesses and diseases and their symptoms such as colds, sore throats, flu, ear infections, pink eye, and lice.  <b>HE.1.7C</b> Explain common practices that control the way germs are spread such as washing hands and covering mouth and nose when coughing or sneezing.</p>	<p><u>Disease Control</u> <b>HE.2.4A</b> Explain ways in which germs are transmitted (e.g., through the air in sneezes and coughs, sweat, saliva, and blood), methods of preventing the spread of germs (e.g., covering nose and mouth when sneezing or coughing, and hand washing), and the importance of immunization (e.g., protect against diseases such as diphtheria, tetanus, polio, hepatitis, and measles)  <b>HE.2.4B</b> Identify causes of disease other than germs such as allergies and heart disease.  <b>HE.2.4C</b> Explain how the body provides protection from disease such as activating the immune system.  <b>HE.2.4D</b> Apply practices to control spread of germs in daily life such as hand washing, covering nose and mouth when sneezing or coughing and skin care.</p>	<p><u>Disease Control</u> <b>HE.3.3A</b> Identify health behaviors that prevent the spread of disease and speed recovery from illness.</p>	<p><u>Disease Control</u> <b>HE.4.5B</b> Identify different pathogens and explain how the body protects (e.g., white blood cells, antibodies, immunity) itself from pathogens such as viruses, bacteria, and fungi.  <b>HE.4.5C</b> Discuss ways in which prevention and transmission of disease are affected by individual behaviors such as practicing healthful habits (e.g., keeping hands clean, not touching things someone ill has touched).  <b>HE.4.5D</b> Distinguish between communicable (e.g., flu, impetigo, west Nile) and non-communicable (e.g. heart diseases, cancer, allergies, asthma, diabetes, and arthritis) diseases.</p>	<p><u>Disease Control</u> <b>HE.5.4B</b> Relate the importance of immunizations in disease prevention such as causing one's body to make antibodies to fight pathogens for specific diseases.  <b>HE.5.4C</b> Distinguish between myth and fact related to disease and disease prevention.  <b>HE.5.4D</b> List the effects of harmful viruses on the body such as polio (e.g., fatigue, pain in muscles and joints, sleeping problems, breathing problems), Human Immunodeficiency Virus (e.g., rapid weight loss, dry cough, recurring fever or profuse night sweats, profound and unexplained fatigue, etc.), and the common cold (e.g., pneumonia, bronchitis, and bronchiolitis)</p>



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<b>Strand 1: Health Behavior</b>					
<p><u>Goal Setting</u>  <b>HE.K.4C</b> Name and demonstrate good posture principles such as standing straight with shoulders back.</p>	<p><u>Goal Setting</u>  <b>HE.1.3C</b> Explain the importance of goal setting and task completion.   <b>HE.1.3C</b> Explain the importance of goal setting and task completion.</p>	<p><u>Goal Setting</u>  <b>HE.2.11C</b> List the steps and describe the importance of task completion and goal setting.   <b>HE.2.1A</b> Explain actions an individual can take when not feeling well such as talking to a trusted adult, nurse, or a doctor.</p>	<p><u>Goal Setting</u>  <b>HE.3.11G</b> Explain the importance of time passage with respect to a goal (e.g., it takes time for a change to become an established habit).   <b>HE.3.11F</b> Describe goal-setting skills such as setting a goal, planning the steps to meet the goal, working toward the goal, evaluating progress, and making changes.</p>	<p><u>Goal Setting</u>  <b>HE.4.5A</b> Set personal-health goals for preventing illness.   <b>HE.4.11B</b> Explain the advantages of setting short and long-term goals.   <b>HE.4.11C</b> Describe the importance of parental guidance and other trusted adults in goal setting.</p>	<p><u>Goal Setting</u>  <b>HE.5.9D</b> Describe benefits in setting and implementing short and long-term goals.   <b>HE.5.9E</b> Explain the necessity of perseverance (e.g., it takes time for a change to become an established habit) to achieve goals.   <b>HE.5.9F</b> Explain the importance of parent/trusted adult guidance in goal setting such as locating valid health information and deciding the right food and exercises.</p>

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<b>Strand 2: Health Information</b>					
<p><u>Health Information</u> <b>HE.K.5B</b> Explain the importance of health information.</p>	<p><u>Health Information</u> <b>HE.1.5B</b> List ways health information can be used such as knowing how to brush teeth and hand washing properly.</p> <p><b>HE.1.6A</b> Identify examples and resources of health information provided by various media (e.g., magazines, TV commercials, and internet).</p>	<p><u>Health Information</u> <b>HE.2.6B</b> Identify various media that provide health information such as magazines and internet.</p> <p><b>HE.2.7B</b> Discuss how personal health care products have been improved by technology such as sunblock and safety equipment.</p>	<p><u>Health Information</u> <b>HE.3.7B</b> Identify ways in which health care has improved as a result of technology.</p>	<p><u>Health Information</u> <b>HE.4.7B</b> Describe ways technology can influence health.</p>	<p><u>Health Information</u> <b>HE.5.5H</b> Describe the value of seeking advice from parents and educational personnel about unsafe behaviors.</p>
<p><u>Accessing Health Information</u> <b>HE.K.5A</b> Name people who can provide helpful health information such as parents, doctors, teachers, and nurses.</p> <p><b>HE.K.3A</b> Demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems.</p>	<p><u>Accessing Health Information</u> <b>HE.1.5B</b> Identify people who can provide helpful health information such as parents, teachers, nurses, and physicians.</p> <p><b>HE.1.2H</b> Identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</p> <p><b>HE.1.3A</b> Explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems.</p>	<p><u>Accessing Health Information</u> <b>HE.2.6A</b> Identify people who can provide health information such as nurse, police officer, coach, firefighter, EMS worker, teacher, physician, and health-care professional.</p>	<p><u>Accessing Health Information</u> <b>HE.3.5A</b> Demonstrate the ability to locate resources from parents and family members, school, and the community.</p>	<p><u>Accessing Health Information</u> <b>HE.4.3A</b> Identify characteristics of health information.</p> <p><b>HE.4.3B</b> Describe the importance of accessing health information through a variety of health resources (e.g., nurses, doctors, pharmacists, government health organizations, national health organizations, health journals)</p>	<p><u>Accessing Health Information</u> <b>HE.5.3A</b> Describe valid methods of accessing health information such as parents, guardians, and health care professionals.</p> <p><b>HE.5.3B</b> Demonstrate ways to communicate health information such as posters, videos, and brochures.</p>
<p><u>Our Bodies</u> <b>HE.K.1A</b> Identify and practice personal health habits that help individuals stay healthy such as a proper amount of rest and sleep, clean hands, proper oral health, skin care, hair care and physical activity.</p> <p><b>HE.K.1C</b> Identify types of exercise and active play that are good for the body such as walking, running, jogging, bicycling, skating, rope jumping, and soccer.</p> <p><b>HE.K.4C</b> Name and demonstrate good posture principles such as standing straight with shoulders back.</p>	<p><u>Our Bodies</u> <b>HE.1.4A</b> Identify and demonstrate use of the five senses (e.g., sight, hearing, touch, taste, smell).</p> <p><b>HE.1.4B</b> Identify major body structures (e.g., cells, tissues, body systems) and organs (e.g., liver, kidneys, and heart) and describes their basic functions.</p>	<p><u>Our Bodies</u> <b>HE.2.3B</b> Identify the major organs of the body such as the heart, lungs, and brain and describe their primary function.</p> <p><b>HE.2.3C</b> Identify the major systems of the body including the circulatory/cardiovascular system, respiratory system, muscular system, skeletal system, nervous system, and digestive system.</p>	<p><u>Our Bodies</u> <b>HE.3.4A</b> List and explain the stages of growth and development including infancy, childhood, adolescence, early adulthood, middle adulthood, and late adulthood.</p> <p><b>HE.3.4B</b> Name and locate major components of the body systems (e.g., nervous system: brain, nerves, and spinal cord; digestive system: mouth, esophagus, stomach, small intestine, large intestine, and liver).</p> <p><b>HE.3.4C</b> Explain the interrelationships of the body systems (e.g., the human body cannot operate at peak capacity if body systems are not all working together effectively and efficiently).</p>	<p><u>Our Bodies</u> <b>HE.4.1B</b> Identify information on menus and food labels.</p> <p><b>HE.4.1C</b> Differentiate between aerobic and anaerobic exercise.</p> <p><b>HE.4.2B</b> Describe the basic function of major body systems such as the circulatory (e.g., carrying nutrients and oxygen through the body) and digestive systems (e.g., breaking down the food).</p>	<p><u>Our Bodies</u> <b>HE.5.2A</b> Describe the structure, functions, and interdependence of major body systems.</p> <p><b>HE.5.2B</b> Identify and describe changes in male and female anatomy that occur during puberty (e.g., male: hair grows in pubic area, under arms, and on face and chest; female: widening of hips).</p>



Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 2: Health Information</b>					
<p><u>Our Nutrition</u> <b>HE.K.1B</b> Identify types of foods that help the body grow such as healthy breakfast foods, healthy food groups, and snacks.</p> <p><b>HE.K.3B</b> Plan a healthy meal and/or snack.</p>	<p><u>Our Nutrition</u> <b>HE.1.1A</b> Describe and practice activities that enhance individual health such as enough sleep, rest, nutrition, exercise, physical activity, dental health, skin care, and hand washing.</p>	<p><u>Our Nutrition</u> <b>HE.2.1C</b> Identify food groups (e.g., grains, vegetables, fruits, Fat-free or low-fat milk and milk products, Lean meats, poultry, and fish, nuts, seeds, and legumes) and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities, heart disease, cancer and diabetes.</p>	<p><u>Our Nutrition</u> <b>HE.3.1C</b> Identify types of nutrients such as proteins, fats, carbohydrates, vitamins, minerals, and water.</p> <p><b>HE.3.1D</b> Describe food combinations in a balanced diet such as a food pyramid.</p>	<p><u>Our Nutrition</u> <b>HE.4.1A</b> Identify the benefits of six major nutrients (proteins, fats, carbohydrates, vitamins, minerals and water) contained in foods such as building strong bones and teeth, helping muscles and nerves work, helping the body grow, protecting against infection, and giving the body energy.</p>	<p><u>Our Nutrition</u> <b>HE.5.1C</b> Identify foods (e.g., bread, cereal, pasta, broccoli, grapes, fish, milk, etc.) that are sources of one or more of the six major nutrients (e.g., proteins, fats, carbohydrates, vitamins, minerals and water).</p> <p><b>HE.5.1D</b> Calculate the relationship between caloric intake and energy expenditure.</p> <p><b>HE.5.1A</b> Examine and analyze food labels and menus for nutritional content (e.g., serving size, number of servings, calories per serving, amounts of protein, fat, carbohydrate, sodium, and dietary fiber, vitamins and minerals the food contains ).</p> <p><b>HE.5.1B</b> Apply information from the food guide pyramid to making healthy food choices and eat a balanced diet.</p>
<p><u>Our Environment</u> <b>HE.K.7A</b> Tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool.</p>	<p><u>Our Environment</u> <b>HE.1.8B</b> Describe ways in which a person’s health may be affected by weather and pollution such as experiencing symptoms of respiratory distress (e.g., asthma) and affecting one’s ability to perform physical activity.</p>	<p><u>Our Environment</u> <b>HE.2.5B</b> Describe strategies for protecting the environment (e.g., reducing the amount of trash, recycling, and turning off lights when not using them) and the relationship between the environment and individual health such as air pollution, water pollution, noise pollution, land pollution, and ultra-violet rays.</p> <p><b>HE.2.1D</b> Identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices (low in fat and sugar).</p> <p><b>HE.2.1G</b> Describe how a healthy diet can help protect the body against some diseases.</p>	<p><u>Our Environment</u> <b>HE.3.6A</b> Relate how protecting the environment promotes individual and community health.</p> <p><b>HE.3.6B</b> Identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness.</p> <p><b>HE.3.6C</b> Identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws.</p>	<p><u>Our Environment</u> <b>HE.4.6A</b> Identify similarities in which healthy environments can be promoted in homes, schools, and communities.</p> <p><b>HE.4.6B</b> Explain the importance of a community environmental health plan.</p>	<p><u>Our Environment</u> <b>HE.5.8C</b> Describe how a safe school environment relates to a healthy community.</p> <p><b>HE.5.8D</b> Identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging.</p>



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<b>Strand 2: Health Information</b>					
<p><u>Safety</u>  <b>HE.K.2A</b> Identify the purpose of protective equipment such as a seat belt, bicycle helmet, elbow/knee pads, wrist guards, proper shoes, and clothing.</p> <p><b>HE.K.2B</b> Identify safe and unsafe places to play such as a backyard and a street.</p> <p><b>HE.K.2E</b> Practice safety rules during physical activity such as water safety (e.g., never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard) and bike safety (e.g., as obeying all traffic signs and signals, riding near the curb and going in the same direction as other traffic).</p> <p><b>HE.K.2G</b> Demonstrate procedures for responding to emergencies including dialing 911, checking the victim and care for the victim.</p> <p><b>HE.K.2H</b> Name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.</p>	<p><u>Safety</u>  <b>HE.1.2A</b> Identify and use protective equipment to prevent injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.</p> <p><b>HE.1.2B</b> Name safe play environments.</p> <p><b>HE.1.2E</b> Identify safety rules that help to prevent poisoning such as recognizing the universal sign for poison, and keeping harmful products locked up and asking a trusted adult before eating or drinking anything.</p> <p><b>HE.1.2F</b> Identify and describe safe bicycle skills such as wearing helmets, using the proper hand signals, making a complete stop when entering a sidewalk, using bike lanes whenever possible and obeying traffic rules.</p> <p><b>HE.1.2G</b> Identify and practice safety rules during play such as wearing proper shoes, using equipment (e.g., playground, physical education, sport) properly, and wearing sunscreen.</p>	<p><u>Safety</u>  <b>HE.2.5A</b> Identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water.</p> <p><b>HE.2.2F</b> Identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react (e.g., yelling and screaming for help) when approached and made to feel uncomfortable or unsafe by another person/adult.</p> <p><b>HE.2.2B</b> Identify ways to avoid deliberate and accidental injuries such as using protective equipment, using sunscreen, adhering to rules and guidelines, and wearing seat belts.</p> <p><b>HE.2.2C</b> Explain the need to use protective equipment (e.g., helmets, elbow/knee pads, wrist guards, proper shoes) when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming.</p> <p><b>HE.2.3A</b> Describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet.</p>	<p><u>Safety</u>  <b>HE.3.5B</b> Demonstrate the ability to locate school and community health helpers such as nurse, police officer, coach, firefighter, EMS worker, teacher, physician, and health-care professional.</p> <p><b>HE.3.3C</b> Explain actions to take when illness occurs such as informing parents/adults.</p> <p><b>HE.3.2A</b> Explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons.</p> <p><b>HE.3.2E</b> Describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries.</p>	<p><u>Safety</u>  <b>HE.4.4E</b> Explain how to develop a home safety and emergency response plan such as fire safety.</p>	<p><u>Safety</u>  <b>HE.5.5E</b> Demonstrate strategies for preventing (e.g., being aware of hazards, wearing the proper attire when participating in physical activity) and responding (e.g., calling an adult for help or 911, knowing basic first aid skills) to deliberate and accidental injuries.</p> <p><b>HE.5.5G</b> Describe response procedures for emergency situations such as looking over the scene, calling for help or 911, and caring for the injured person.</p>
<p><u>Prevention</u>  <b>HE.K.2D</b> Identify ways to avoid harming oneself or another person such as getting help from a trusted adult and talking about feelings.</p> <p><b>HE.K.2F</b> Identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</p>	<p><u>Prevention</u></p>	<p><u>Prevention</u></p>	<p><u>Prevention</u>  <b>HE.3.2D</b> Identify examples of abuse (e.g., physical, sexual, verbal or emotional and neglect) and describe appropriate responses such as talking to a trusted adult in person, writing a note, an email, or send a letter to the trusted adult, telling someone at school, like a school counselor, school nurse, teacher, or coach.</p>	<p><u>Prevention</u>  <b>HE.4.4G</b> Identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</p>	<p><u>Prevention</u>  <b>HE.5.6G</b> Describe strategies for stress management such as talking to a friend or trusted adult, engaging in physical activity, eating a balanced diet, learning to manage time, learning to relax, and identifying the causes of the stressors.</p>





# Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Vertical Alignment Matrix

Health Education – Kindergarten-Grade 5

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 2: Health Information</b>					
			<p><b>HE.3.11B</b> Gather data to help make informed health choices.</p> <p><b>HE.3.11C</b> Explain the positive and negative consequences of making a health-related choice.</p>	<p><b>HE.4.4A</b> Identify the use (e.g., following directions on the medicine label, taking medicine only from a parent or a trusted adult, and not using a medicine after expiration date) and abuse of prescription and nonprescription medication, such as over-the-counter.</p> <p><b>HE.4.4B</b> Explain the similarities of and the differences between medications and street drugs/substances.</p>	<p><b>HE.5.4A</b> Explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs, avoiding alcohol and drugs, engaging in physical activity, eating a healthful and balanced diet, reducing stress, and using sunscreen.</p> <p><b>HE.5.5A</b> Describe the use and abuse of prescription and non-prescription medications such as over-the counter.</p> <p><b>HE.5.5B</b> Compare and contrast the effects of medications and street drugs.</p>



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<b>Strand 3: Influencing Factors</b>					
<u>Decision Making</u> 	<u>Decisions Making</u> <b>HE.1.3B</b> Describe how decisions can be reached and problems can be solved such as thinking about the decision is before acting on it, looking at the all the different outcomes that are possible, and reviewing and evaluating the decision.	<u>Decision Making</u> <b>HE.2.11A</b> Explain steps in the decision-making process (e.g., is it helpful, is it safe, does it follow rules and laws, does it show respect for myself and others, does it follow my family’s guidelines, and does it show good character) and the importance of following the steps.  <b>HE.2.11B</b> Describe how personal-health decisions affect self and others.	<u>Decision Making</u> <b>HE.3.11A</b> Practice critical-thinking skills (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from observation, experience, reflection, reasoning, or communication, as a guide to action) when making health decisions.  <b>HE.3.11D</b> Explain the importance of seeking assistance in making decisions about health.	<u>Decision Making</u> <b>HE.4.11E</b> Describe steps in decision making (e.g., is it helpful, is it safe, does it follow rules and laws, does it show respect for myself and others, does it follow my family’s guidelines, and does it show good character) and problem solving.	<u>Decision Making</u> <b>HE.5.9C</b> Utilize critical thinking in decision making and problem solving.
<u>Critical Decision Making</u> <b>HE.K.2C</b> Name the harmful effects of tobacco, alcohol, and other drugs such as interfere the ability of the brain to function and make decisions, destruction of the liver and brain cells, high blood pressure, and heart and lung damage.	<u>Critical Decision Making</u> <b>HE.1.2C</b> Explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs such as interfere the ability of the brain to function and make decisions, destruction of the liver and brain cells, high blood pressure, and heart and lung damage.  <b>HE.1.2D</b> Identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult.	<u>Critical Decision Making</u> <b>HE.2.2A</b> Identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body such as interfere the ability of the brain to function and make decisions, destruction of the liver and brain cells, high blood pressure, and heart and lung damage.  <b>HE.2.2D</b> Explain the importance of avoiding dangerous substances.  <b>HE.2.2E</b> Explain ways to avoid weapons (e.g., not touching the gun, leaving the area, and telling an adult) and report the presence of weapons to an adult.	<u>Critical Decision Making</u> <b>HE.3.2B</b> Describe the harmful effects (e.g., interference with the ability of the brain to function and make decisions, destruction of the liver and brain cells, high blood pressure, and heart and lung damage) of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them.  <b>HE.3.2C</b> Identify reasons (e.g., getting hurt, changing a person’s ability to think and speak, causing anxiety, getting into trouble with parents and police) for avoiding violence, gangs, weapons and drugs.	<u>Critical Decision Making</u> <b>HE.4.4F</b> Identify strategies for avoiding deliberate and accidental injuries such as gang violence and accidents at school and home.	<u>Critical Decision Making</u> <b>HE.5.5F</b> Explain strategies for avoiding violence, gangs, weapons and drugs such as saying no, avoiding dangerous situations, resisting pressure, and being involved in sports and hobbies.
<u>Critical Communication</u>	<u>Critical Communication</u>	<u>Critical Communication</u> <b>HE.2.11D</b> Explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.	<u>Critical Communication</u>	<u>Critical Communication</u> <b>HE.4.9E</b> Identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions.	<u>Critical Communication</u> <b>HE.5.9A</b> Describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor.
<u>Peer Pressure and Refusal Skills</u> <b>HE.K.9A</b> Identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened.	<u>Peer Pressure and Refusal Skills</u> <b>HE.1.10B</b> Practice refusal skills to avoid and resolve conflicts such as saying no to risky behaviors and dangerous situations.	<u>Peer Pressure and Refusal Skills</u> <b>HE.2.8A</b> Describe how friends can influence a person’s health such as influencing a person how to act (peer pressure) and encouraging a person to do helpful things.	<u>Peer Pressure and Refusal Skills</u> <b>HE.3.8A</b> Distinguish between positive and negative peer pressures and their effects on personal health behaviors.	<u>Peer Pressure and Refusal Skills</u> <b>HE.4.11D</b> Explain the dangers of yielding to peer-pressures by assessing risks/consequences.	<u>Peer Pressure and Refusal Skills</u> <b>HE.5.6A</b> Distinguish between healthy and harmful influences of friends and others.



Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Influencing Factors</b>					
		<p><b>HE.2.8B</b> Recognize unsafe requests made by friends such as playing in the street.</p> <p><b>HE.2.9C</b> Demonstrate refusal skills such as such as saying no to risky behaviors and dangerous situations.</p>		<p><b>HE.4.8A</b> Explain the influence of peer pressure on an individual's social and emotional health.</p> <p><b>HE.4.9C</b> Explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted.</p> <p><b>HE.4.9G</b> Identify positive and negative characteristics of social groups such as gangs, clubs, and cliques.</p>	<p><b>HE.5.9B</b> Assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving.</p>
<u>Media Influence</u>	<p><u>Media Influence</u></p> <p><b>HE.1.6B</b> Cite examples of how media and technology can affect behaviors such as television, computers, and video games.</p>	<p><u>Media Influence</u></p> <p><b>HE.2.7A</b> Describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals.</p>	<p><u>Media Influence</u></p> <p><b>HE.3.7A</b> Describe how the media can influence knowledge and health behaviors.</p>	<p><u>Media Influence</u></p> <p><b>HE.4.7A</b> Explain how the media can influence health behaviors.</p>	<p><u>Media Influence</u></p> <p><b>HE.5.7A</b> Research the effect of media on health.</p>



Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 4: Interpersonal and Social Skills</b>					
<p><u>Healthy Communication</u> <b>HE.K.8C</b> Recognize and explain the importance of manners and rules for healthy communication.</p>	<p><u>Healthy Communication</u> <b>HE.1.9A</b> Demonstrate respectful communication such as making clear and specific statements, being honest, listening quietly with understanding, using appropriate body language and making eye contact with the speaker.</p> <p><b>HE.1.9B</b> List unique ways that individuals use to communicate such as using body language (e.g., facial expressions, and posturing) and gestures.</p>	<p><u>Healthy Communication</u> <b>HE.2.9B</b> List and demonstrate good listening skills such as making clear and specific statements, being honest, listening quietly with understanding, using appropriate body language, and making eye contact with the speaker.</p> <p><b>HE.2.10A</b> Describe how to effectively communicate such as understanding the audience, giving a clear message, listening actively, and gathering feedback.</p>	<p><u>Healthy Communication</u> <b>HE.3.10B</b> Describe the mental-health value of respectful communication such as reducing the potential for angry behavior.</p> <p><b>HE.3.9D</b> Demonstrate effective listening skills such as making clear and specific statements, being honest, listening quietly with understanding, using appropriate body language and making eye contact with the speaker.</p> <p><b>HE.3.10A</b> Demonstrate respectful (e.g., using “I” messages as much as possible, making clear and specific statements, being honest and making eye contact) communication with family members, peers, teachers, and others.</p> <p><b>HE.3.11E</b> Practice assertive communication (e.g., using “I” messages as much as possible, making clear and specific statements, being honest and making eye contact) and refusal skills (e.g., such as saying no to risky behaviors and dangerous situations, suggesting alternatives activities, and walking away from the situation).</p>	<p><u>Healthy Communication</u> <b>HE.4.9F</b> Analyze strengths and weaknesses in personal communication skills.</p> <p><b>HE.4.9D</b> Demonstrate healthy ways of gaining attention such as using “I” messages and being polite.</p> <p><b>HE.4.10A</b> Demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf.</p>	<p><u>Healthy Communication</u> <b>HE.5.8A</b> Explain the importance of communication skills as a major influence on the social and emotional health of the individual and family.</p> <p><b>HE.5.6B</b> Describe the characteristics of healthy (e.g., honesty, trust, and communication) and unhealthy (e.g., jealous, selfish, irresponsible decisions, risky behaviors) friendships.</p>
<p><u>Conflict Resolution</u> <b>HE.K.8A</b> Recognize and describe individual differences and communicate appropriately with all individuals.</p>	<p><u>Conflict Resolution</u> <b>HE.1.9D</b> Describe and practice techniques of self-control such as thinking before acting, and waiting before reacting.</p>	<p><u>Conflict Resolution</u> <b>HE.2.10C</b> Explain the benefits of practicing self-control (e.g., having control over emotions and actions) such as expressing angry feelings in a healthful way.</p>	<p><u>Conflict Resolution</u> <b>HE.3.9B</b> Demonstrate strategies for resolving conflicts such as using “I” messages to get the point across (e.g., I feel angry when you do or say...), listening to the other person’s point of view, and asking for a mediator.</p> <p><b>HE.3.9A</b> Demonstrate effective verbal and nonverbal communication such as using “I” messages as much as possible, making clear and specific statements, being honest and making eye contact.</p>	<p><u>Conflict Resolution</u> <b>HE.4.9B</b> Explain steps in conflict resolution such as using “I” messages to get the point across (e.g., I feel angry when you do or say...), listening to the other person’s point of view, and asking for a mediator.</p>	<p><u>Conflict Resolution</u> <b>HE.5.6F</b> Apply and practice strategies for self-control such as thinking about the causes to lose control and taking time to think before responding to a situation.</p>



Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 4: Interpersonal and Social Skills</b>					
					<p><b>HE.5.6C</b> Identify ways to enhance personal communication skills such as using “I” messages as much as possible, making clear and specific statements, being honest and making eye contact, letting others talk, respecting the opinions of others, and paying attention to body language.</p> <p><b>HE.5.6D</b> Analyze respectful (e.g., such as using “I” messages as much as possible, making clear and specific statements, being honest and making eye contact) ways to communicate with family, adults, and peers.</p> <p><b>HE.5.6E</b> Demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English.</p>
<p><u>Friendship and Family Communication</u> <b>HE.K.8B</b> Explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals.</p> <p><b>HE.K.9B</b> Demonstrate skills for making new acquaintances such as respecting individual differences and similarities, becoming reliable, and loyal, and listening quietly with understanding.</p>	<p><u>Friendship and Family Communication</u> <b>HE.1.9C</b> Express needs, wants, and emotions in appropriate ways such as talking to a trusted adult.</p> <p><b>HE.1.10A</b> Describe ways to build and maintain friendships such as being loyal, trustworthy, and reliable, and respecting individual similarities and differences.</p>	<p><u>Friendship and Family Communication</u> <b>HE.2.9A</b> Identify characteristics needed to be a responsible family member or friend such as being respectful, understanding other people feelings, resolving a conflict with another person, and doing chores.</p> <p><b>HE.2.10B</b> Express needs, wants, and emotions in healthy ways such as talking to a trusted adult, engaging in physical activity, and setting goals.</p>	<p><u>Friendship and Family Communication</u> <b>HE.3.1E</b> Explain the effects of too much stress (e.g., sleep problems, depression, heart disease, digestive problems) and practice ways to reduce stress such as exercising, participating in regular physical activity, getting adequate rest and sleep, eating healthy and managing time well, talking to a trusted adult and listening to music.</p> <p><b>HE.3.9C</b> Explain how to be a good friend such as being loyal, trustworthy, and reliable, and respecting individual similarities and differences, caring about one another, playing game together, and showing compassion.</p>	<p><u>Friendship and Family Communication</u> <b>HE.4.8B</b> Describe the importance of being a positive role model for health.</p> <p><b>HE.4.9A</b> Describe the qualities of a good friend such as such as being loyal, trustworthy, and reliable, and respecting individual similarities and differences, caring about one another, playing game together, and showing compassion.</p> <p><b>HE.4.10B</b> Describe healthy ways of responding to disrespectful behavior such as having self-control over emotions and actions.</p>	<p><u>Friendship and Family Communication</u> <b>HE.5.8B</b> Describe daily and weekly activities that promote the health of a family such as engaging in physical activity, eating a healthful diet, having a healthful communication, making responsible decisions, and working together to resolve conflicts.</p>



Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 4: Interpersonal and Social Skills</b>					
		<p><b>HE.2.5C</b> Identify personal responsibilities as a family member in promoting and practicing health behaviors such as helping each other learn to express emotions in healthy and positive ways, helping each other build self-confidence and self-esteem, and helping each other learn to communicate and get along with others.</p>	<p><b>HE.3.6D</b> Describe roles and responsibilities of family members in promoting and practicing health behaviors such as helping each other learn to express emotions in healthy and positive ways, helping each other build self-confidence and self-esteem, and helping each other learn to communicate and get along with others.</p> <p><b>HE.3.9E</b> Identify ways to communicate (e.g., talking to one another, writing notes or letters) with parents/trusted adults about health concerns.</p> <p><b>HE.3.10C</b> Express needs, wants, and emotions in healthy ways such as talking to a parent or trusted adult, engaging in physical activity, and setting goals.</p>	<p><b>HE.4.10C</b> Describe strategies (e.g., taking deep breaths and counting to ten) for self-control and the importance of dealing with emotions appropriately (e.g., talking to parents or trusted adults) and how they affect thoughts and behaviors.</p>	