

HEALTH *Smart*[®]

Grades K–5

Alignment of *HealthSmart* K–5 with National Health Education Standards and CDC’s 2021 HECAT

The National Health Education Standards (NHES) detail what students need to know and be able to do in order to achieve health literacy. The Standards detail both the functional knowledge and essential skills required for adopting and maintaining healthy behaviors.

In addition to comprehending concepts, the Standards set age-appropriate performance indicators for 7 essential health skills:

- Analyzing Influences
- Accessing Information
- Interpersonal Communication
- Decision Making
- Goal Setting
- Practicing Health-Enhancing Behaviors
- Advocacy

The Health Education Curriculum Analysis Tool (HECAT) from the Centers for Disease Control and Prevention identified the most important healthy behaviors for adolescents to practice by the time they graduate from high school. At each grade range (K–2, 3–5) the HECAT outlines the concepts students need to know and the skills they need to be able to practice in order to achieve desired Healthy Behavior Outcomes in each of 9 health content areas:

- Mental & Emotional Health
- Personal Health & Wellness
- Safety/Injury Prevention
- Violence Prevention
- Food & Nutrition
- Physical Activity
- Alcohol & Other Drugs
- Tobacco
- Sexual Health

The HECAT is intended as a guide to help schools analyze health curricula to see if they align with the identified Knowledge and Skill Expectations, which are aligned with the National Health Education Standards. In theory, if a curriculum enables students to meet these Knowledge and Skill Expectations, it should impact health behavior in a positive way.

Grades K–2 • Healthy Behavior Outcomes

| Mental & Emotional Health | Lessons | | |
|---|--|---------|---------|
| | Grade K | Grade 1 | Grade 2 |
| MEH-1 Express feelings in a healthy way. | 2 | 4 | 3, 4 |
| MEH-2 Engage in activities that are mentally and emotionally healthy. | 1 | | 2, 20 |
| MEH-3 Manage interpersonal conflict in healthy ways. | Covered in 3–5, Middle and High School | | |
| MEH-4 Prevent and manage emotional stress and anxiety in healthy ways | Covered in 3–5, Middle and High School | | |
| MEH-5 Use self-control and impulse-control strategies to promote health. | 2 | | 3 |
| MEH-6 Get help for troublesome thoughts, feelings, or actions for oneself and others. | 3 | 4 | 3, 4 |
| MEH-7 Show acceptance of differences in others. | 1, 11 | 2 | 1, 2 |
| MEH-8 Establish and maintain healthy relationships. | 3 | 1, 2, 3 | 1 |
| MEH-9 Practice habits that promote mental and emotional well-being. | 1, 2, 3 | 3, 4 | 1, 3, 4 |

| Personal Health & Wellness | Lessons | | |
|---|--|---------|---------|
| | Grade K | Grade 1 | Grade 2 |
| PHW-1 Practice appropriate hygiene habits. | 5, 6 | 5, 6 | 5, 7, 8 |
| PHW-2 Get an appropriate amount of sleep and rest. | | 8 | 7, 8 |
| PHW-3 Prevent vision and hearing loss. | | | 7, 8 |
| PHW-4 Prevent damage from the sun. | | 7 | 7, 8 |
| PHW-5 Practice behaviors that prevent infectious diseases. | 4, 6 | 5 | 5 |
| PHW-6 Practice behaviors that prevent chronic diseases. | 4 | | |
| PHW-7 Practice behaviors that promote mental and emotional well-being. | 1, 2, 3 | 3, 4 | 1, 3, 4 |
| PHW-8 Practice behaviors that prevent food-borne and water-borne illnesses. | | | 5 |
| PHW-9 Prevent serious health problems that result from common chronic diseases and conditions, such as allergies, asthma, diabetes, epilepsy. | Covered in 3–5 and High School | | |
| PHW-10 Use health care services to address common infectious diseases and manage chronic diseases and conditions. | 7, 9 | | 6 |
| PHW-11 Seek out health care professionals for appropriate screenings and examinations. | Covered in 3–5, Middle and High School | | |
| PHW-12 Prevent health problems that result from fads or trends. | Covered in Middle and High School | | |

Grades K–2 • Healthy Behavior Outcomes

| Safety/Injury Prevention Healthy Behavior Outcome | Lessons | | |
|--|-----------------------------------|------------------------|-------------------|
| | Grade K | Grade 1 | Grade 2 |
| S-1 Follow appropriate safety rules when riding in or on a motor vehicle. | 15 | 12, 13 | 10 |
| S-2 Avoid driving a motor vehicle while under the influence of alcohol or other drugs. | Covered in High School | | |
| Avoid riding in a motor vehicle driven by someone under the influence of alcohol or other drugs. | Covered in Middle and High School | | |
| S-3 Use safety equipment appropriately and correctly. | 15 | 12 | 10, 12 |
| S-4 Apply safety rules and procedures to avoid risky behaviors and injury. | 12, 13, 14, 16, 17, 20 | 10, 11, 14, 15, 16, 19 | 9, 10, 11, 12, 13 |
| S-5 Avoid safety hazards in the home and community. | 12, 13, 14, 16, 17, 20 | 9, 10, 11, 13, 15, 16 | 9, 11, 12, 13 |
| S-6 Recognize and avoid dangerous surroundings. | 10, 12, 13, 14, 20 | 9, 10, 11 | 9, 11, 13 |
| S-7 Get help for oneself or others when injured or suddenly ill. | 8, 9, 10, 18, 19 | 17 | |
| S-8 Support others to avoid risky behaviors and be safe. | | 19 | |

| Violence Prevention Healthy Behavior Outcome | Lessons | | |
|--|--|---------|---------|
| | Grade K | Grade 1 | Grade 2 |
| V-1 Manage interpersonal conflict in nonviolent ways. | Covered in 3–5, Middle and High School | | |
| V-2 Manage emotional distress in nonviolent ways. | 2 | | 3 |
| V-3 Avoid bullying or being a bystander to bullying. | 11 | 18 | 14, 15 |
| V-4 Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape. | Covered in 3–5, Middle and High School | | |
| V-5 Avoid situations where violence is likely to occur. | | 11 | |
| V-6 Avoid associating with others who are involved in or who encourage violence or criminal activity. | Covered in 3–5, Middle and High School | | |
| V-7 Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes. | 11 | 18 | 14, 15 |
| V-8 Get help to prevent or stop unwanted or inappropriate touching. | 10 | 20 | |
| V-9 Get help to stop being subjected to violence or physical abuse. | 11 | 18, 20 | 14, 15 |
| V-10 Get help for oneself or others who are in danger of hurting themselves. | Covered in 3–5, Middle and High School | | |

Grades K–2 • Healthy Behavior Outcomes

| Food & Nutrition | Lessons | | |
|---|--|----------------|----------------|
| Healthy Behavior Outcome | Grade K | Grade 1 | Grade 2 |
| FN-1 Follow a healthy eating pattern that meets individual preferences and needs for growth and development. | 21, 22 | 21, 23 | 17 |
| FN-2 Choose a variety of options within each food group. | 21, 22 | | |
| FN-3 Eat lots of fruits and vegetables. | | | 17, 18, 19 |
| FN-4 Choose to eat whole-grain products. | | 21 | 17 |
| FN-5 Choose to eat or drink fat-free or low-fat dairy or fortified dairy alternatives. | | | 17 |
| FN-6 Drink lots of water. | 23 | 22, 23 | 16 |
| FN-7 Avoid sugary drinks. | | 22 | 16 |
| FN-8 Limit foods high in added sugars, saturated fats, trans fats, and sodium. | | 21 | 17 |
| FN-9 Choose to eat or drink nutrient-dense foods or beverages when dining. | Covered in 3–5, Middle and High School | | |
| FN-10 Prepare good-tasting, nutrient-dense foods for yourself and others. | Covered in 3–5, Middle and High School | | |
| FN-11 Choose and enjoy nutrient-dense foods and beverages that reflect personal preferences, culture, and budget. | 22 | 21, 23 | 18, 19 |
| FN-12 Support healthy eating patterns for others. | | 22 | 16 |

| Physical Activity | Lessons | | |
|--|--|----------------|----------------|
| Healthy Behavior Outcome | Grade K | Grade 1 | Grade 2 |
| PA-1 Engage in moderate to vigorous physical activity for at least 60 minutes every day. | 24, 25 | 24, 25 | 20, 21 |
| PA-2 Regularly engage in physical activities that enhance cardiorespiratory endurance, flexibility, muscle endurance, and muscle strength. | 24, 25 | 25 | 21, 22 |
| PA-3 Engage in warm-up and cool-down activities before and after structured exercise. | Covered in 3–5, Middle and High School | | |
| PA-4 Drink plenty of water before, during, and after physical activity. | 23 | 22 | 16 |
| PA-5 Follow a physical activity plan for healthy growth and development. | | | 21, 22 |
| PA-6 Avoid injury during physical activity. | | | 12, 13 |
| PA-7 Support others to be physically active. | 25 | | 20 |

| Alcohol & Other Drugs | Lessons | | |
|--|--|----------------|----------------|
| Healthy Behavior Outcome | Grade K | Grade 1 | Grade 2 |
| AOD-1 Use prescription and over-the-counter medications correctly. | 7 | | 6 |
| AOD-2 Avoid misuse and abuse of OTC and prescription drugs. | 16 | | 6 |
| AOD-3 Avoid the use of alcohol. | Covered in 3–5, Middle and High School | | |

(Continued)

Grades K–2 • Healthy Behavior Outcomes

| Alcohol & Other Drugs (continued) | Lessons | | |
|---|--|----------------|----------------|
| Healthy Behavior Outcome | Grade K | Grade 1 | Grade 2 |
| AOD-4 Avoid the use of illegal drugs. | Covered in Middle and High School | | |
| AOD-5 Avoid driving while under the influence of alcohol and other drugs. | Covered in High School | | |
| AOD-6 Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs. | Covered in Middle and High School | | |
| AOD-7 Quit using alcohol and other drugs if already using. | Covered in High School | | |
| AOD-8 Support others to be alcohol and other drug free. | Covered in 3–5, Middle and High School | | |

| Tobacco | Lessons | | |
|--|------------------------|----------------|----------------|
| Healthy Behavior Outcome | Grade K | Grade 1 | Grade 2 |
| T-1 Avoid using (or experimenting with) any form of tobacco. | 26, 27, 28 | 26, 27 | 23, 24, 25, 26 |
| T-2 Avoid exposure to secondhand smoke and aerosol. | 26, 28, 29 | 26, 27 | 23, 24, 25 |
| T-3 Support a tobacco-free environment. | 29 | 28, 29 | 26 |
| T-4 Support others to be tobacco free. | 28, 30 | 28, 29 | 23, 26 |
| T-5 Quit using tobacco if already using. | Covered in High School | | |

| Sexual Health | Lessons | | |
|---|--|----------------|----------------|
| Healthy Behavior Outcome | Grade K | Grade 1 | Grade 2 |
| SH-1 Recognize developmental changes experienced by self and others during childhood and adolescence. | Covered in Grades 4, 5 and Middle School | | |
| SH-2 Establish and maintain healthy relationships. | 3 | 1, 2, 3 | 1 |
| SH-3 Treat all people with dignity and respect with regard to their gender identity and sexual orientation. | Covered in Grade 5, Middle and High School | | |
| SH-4 Give and receive consent in all situations. | Covered in Middle and High School | | |
| SH-5 Be sexually abstinent. | Covered in Grade 5, Middle and High School | | |
| SH-6 Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV. | Covered in Middle and High School | | |
| SH-7 Engage in behaviors that prevent or reduce unintended pregnancy. | Covered in Middle and High School | | |
| SH-8 Support others to avoid or reduce sexual risk behaviors. | Covered in Middle and High School | | |
| SH-9 Avoid pressuring others to engage in sexual behaviors. | Covered in Middle and High School | | |
| SH-10 Use appropriate health services to promote sexual and reproductive health. | Covered in Middle and High School | | |
| Progress through puberty in a healthy way. | Covered in Grades 4, 5 and Middle School | | |

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Alcohol & Other Drugs

- AOD1.2.1 Identify how household products are harmful if intentionally inhaled or absorbed. **Grade K, Lesson 16**
- AOD1.2.2 Differentiate between candy or other household substances (e.g., laundry pods) and other medications. **Not covered**
- AOD1.2.3 Describe how to use medications correctly. **Grade K, Lesson 7; Grade 2, Lesson 6**
- AOD1.2.4 Describe the importance of adult supervision of medication use. **Grade K, Lesson 7; Grade 2, Lesson 6**
- AOD1.2.5 Explain the harmful effects of medications when used incorrectly. **Grade 2, Lesson 6**
- AOD1.2.6 Describe the potential risks associated with use of over-the-counter medications. **Grade 2, Lesson 6**
- AOD1.2.7 Differentiate between helpful medications (e.g., acetaminophen, antibiotics) and harmful drugs (e.g., alcohol, nicotine). **Not covered**
- AOD1.2.8 Identify school rules about use of medicines. **Grade K, Lesson 7**

Food & Nutrition

- FN1.2.1 Explain the importance of trying new foods. **Grade K, Lesson 22**
- FN1.2.2 Discuss the importance of people trying food several times before deciding if they like it. **Grade K, Lesson 22 [covered but not an objective]**
- FN1.2.3 Explain the importance of choosing nutrient-dense foods and beverages that help people feel good. **Grade K, Lesson 22; Grade 2, Lesson 16**
- FN1.2.4 Explain the importance of eating different foods from all the food groups. **Grade K, Lesson 21**
- FN1.2.5 Identify a variety of healthy, good-tasting, nutrient-dense snacks. **Grade 2, Lesson 18**
- FN1.2.6 Identify the benefits of drinking water. **Grade K, Lesson 23; Grade 1, Lesson 22; Grade 2, Lesson 16**
- FN1.2.7 Describe the types of foods and beverages that should be limited (e.g., sugary drinks). **Grade 2, Lesson 16, Lesson 17, Lesson 18**
- FN1.2.8 Describe the benefits of eating breakfast every day. **Grade 1, Lesson 21; Grade 2, Lesson 17**
- FN1.2.9 Describe how to keep food safe from harmful germs. **Not covered**
- FN1.2.10 Describe what it feels like to be hungry and full. **Grade K, Lesson 21**
- FN1.2.11 Identify healthy eating patterns that provide energy and help the body grow and develop. **Addressed in Grade 1, Lesson 21 [breakfast] and Grade 2, Lesson 17 [breakfast] and Lesson 18 [healthy snacks] but not an objective**
- FN1.2.12 Explain what is enjoyable about eating meals with family and friends. **Not covered**

Mental & Emotional Health

- MEH1.2.1 Identify different emotions. **Grade K, Lesson 2; Grade 1, Lesson 4; Grade 2, Lesson 3**
- MEH1.2.2 Describe how different situations can influence feelings. **Grade K, Lesson 2 [covered but not an objective]; Grade 1, Lesson 4; Grade 2, Lesson 3**
- MEH1.2.3 Describe the relationship between feelings, emotions, and behavior. **Grade K Lesson 2; Grade 1, Lesson 4; Grade 2, Lesson 3, Lesson 9, Lesson 10, Lesson 11, Lesson 12**
- MEH1.2.4 Identify appropriate ways to express needs, wants, emotions, and feelings. **Grade K, Lesson 2; Grade 1, Lesson 4; Grade 2, Lesson 3**
- MEH1.2.5 Explain the importance of talking with parents and other trusted adults about feelings. **Grade K, Lesson 3; Grade 1, Lesson 4; Grade 2, Lesson 4**
- MEH1.2.6 Identify a trusted parent, caregiver, or adult to talk with about feelings. **Grade K, Lesson 3 [covered but not an objective]; Grade 1, Lesson 4 [covered but not an objective]; Grade 2, Lesson 4**
- MEH1.2.7 Identify characteristics that make people unique or special. **Grade K, Lesson 1; Grade 2, Lesson 2 [covered but not an objective]**
- MEH1.2.8 Describe what it means to be a good friend. **Grade 1, Lesson 3**

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Mental & Emotional Health *(continued)*

- MEH1.2.9 Identify healthy ways to express affection, love, friendship, and concern. **Can be included in Grade K, Lesson 2; Grade 1, Lesson 1, Lesson 3**
- MEH1.2.10 Identify relationships in family, school, and community that are caring. **Grade 1, Lesson 1, Lesson 2; Grade 2, Lesson 1 [family relationships]**
- MEH1.2.11 Describe self-control. **Grade K, Lesson 2 [concept covered, but not an objective]; Grade 2, Lesson 3 [term “self-control” not used, but concept is introduced and practiced]**
- MEH1.2.12 Explain the importance of respecting the personal space and boundaries of others. **Addressed briefly in Grade 1, Lesson 3 and Grade 2, Lesson 14, but not an objective**
- MEH1.2.13 Describe the difference between bullying and teasing. **Grade 1, Lesson 18; Grade 2, Lesson 14**
- MEH1.2.14 Explain why it is wrong to tease or bully others. **Grade K, Lesson 11; Grade 1, Lesson 18; Grade 2, Lesson 14**

Personal Health & Wellness

- PHW1.2.1 Identify the proper steps for brushing and flossing teeth daily. **Grade K, Lesson 5; Grade 1, Lesson 6; Grade 2, Lesson 7**
- PHW1.2.2 Explain why hygiene is important for good health. **Grade K, Lesson 6; Grade 1, Lesson 5**
- PHW1.2.3 Identify the benefits of personal health care practices such as washing hair and bathing regularly. **Grade 2, Lesson 7**
- PHW1.2.4 Explain the importance and steps of proper hand washing. **Grade K, Lesson 6; Grade 1, Lesson 5; Grade 2, Lesson 5**
- PHW1.2.5 Explain why sleep and rest are important for proper growth and good health. **Grade 1, Lesson 8; Grade 2, Lesson 7**
- PHW1.2.6 Explain how hearing can be damaged by loud noise. **Grade 2, Lesson 7**
- PHW1.2.7 Identify ways to protect vision or hearing. **Grade 2, Lesson 7**
- PHW1.2.8 List ways to prevent harmful effects of the sun. **Grade 1, Lesson 7; Grade 2, Lesson 7**
- PHW1.2.9 Identify different ways that disease-causing germs are transmitted. **Grade 2, Lesson 5**
- PHW1.2.10 Identify ways to prevent the spread of germs that cause common infectious diseases. **Grade 2, Lesson 5**
- PHW1.2.11 Identify food and non-food triggers that are common causes of allergic reactions. **Not covered**
- PHW1.2.12 Explain that food and water can contain germs that can cause illness. **Not covered**
- PHW1.2.13 Identify food and water safety strategies that can control germs that cause food-borne and water-borne illness. **Not covered**
- PHW1.2.14 Identify proper steps for treating a wound to reduce chances of infection. **Not covered**
- PHW1.2.15 Identify ways to stay safe around chemicals used for cleaning and disinfection, including alcohol-based hand rubs and sanitizers. **Not covered**

Physical Activity

- PA1.2.1 Identify the recommended amount of physical activity for children. **Grade 1, Lesson 25; Grade 2, Lesson 20**
- PA1.2.2 Explain ways to be active every day, regardless of ability. **Grade K, Lesson 24; Grade 1, Lesson 25; Grade 2, Lesson 20**
- PA1.2.3 Describe behaviors that are physically active and physically inactive. **Grade 1, Lesson 25**
- PA1.2.4 Describe how being physically active can help a person feel better and the importance of selecting appropriate, enjoyable activities. **Grade K, Lesson 25; Grade 1, Lesson 24; Grade 2, Lesson 21**
- PA1.2.5 Describe the benefits of being physically active, including the physical, social, emotional, academic, and mental health benefits. **Grade K, Lesson 24; Grade 1, Lesson 24; Grade 2, Lesson 21**
- PA1.2.6 Describe the benefits of drinking plenty of water before, during, and after physical activity. **Grade K, Lesson 23; Grade 1, Lesson 22**

Safety/Injury Prevention

- S1.2.1 State the benefits of riding in the back seat when a passenger is in a motor vehicle. **Grade K, Lesson 15; Grade 1, Lesson 12; Grade 2, Lesson 10**
- S1.2.2 Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats. **Grade K, Lesson 15; Grade 1, Lesson 12; Grade 2, Lesson 10**
- S1.2.3 Identify safe behaviors when getting on and off a bus and while riding on a bus. **Grade 1, Lesson 13; Grade 2, Lesson 10**
- S1.2.4 Identify safety rules for playing on playground, swimming, and playing sports. **Grade 1, Lesson 14 [playground]; Grade 2, Lesson 11 [swimming]**
- S1.2.5 Identify all situations in which it is important to wear a helmet. **Grade 2, Lesson 12**
- S1.2.6 Describe how injuries can be prevented. **Grade 1, Lesson 19; Grade 2, Lesson 13**
- S1.2.7 Identify safety rules for being around fire. **Grade 1, Lesson 15, Lesson 16**
- S1.2.8 Describe how to be a safe pedestrian. **Grade K, Lesson 13, Lesson 14; Grade 1, Lesson 10; Grade 2, Lesson 9**
- S1.2.9 Identify safety hazards in the home. **Grade K, Lessons 16 [poisons] & 17 [firearms]; Grade 1, Lesson 15 [fire hazards]**
- S1.2.10 Identify how household products are harmful if ingested or inhaled. **Grade K, Lesson 16**
- S1.2.11 Identify safety hazards in the community. **Grade 1, Lesson 11 [in relation to safe routes and havens]**
- S1.2.12 Identify people who can help when someone is injured or suddenly ill. **Grade K, Lesson 7, Lesson 8, Lesson 18; Grade 1, Lesson 17 [calling 9-1-1]**
- S1.2.13 Identify ways to encourage others to stay safe. **Grade 1, Lesson 19**

Sexual Health

- SH1.2.1 Use medically accurate terms for body parts, including genitals. **Grade K, Lesson 4 [genitals not covered]**
- SH1.2.2 Identify the benefits of healthy family or caregiver relationships. **Grade 1, Lesson 1, Lesson 2; Grade 2, Lesson 1**
- SH1.2.3 Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). **Grade 1, Lesson 2; Grade 2, Lesson 1**
- SH1.2.4 Identify the benefits of healthy peer relationships. **Grade 1, Lesson 1, Lesson 3**
- SH1.2.5 Explain why it is wrong to tease or bully others based on personal characteristics (e.g., sex, race, ethnicity, culture, sexual orientation, appearance, abilities, mannerisms, the way one dresses or acts). **Grade K, Lesson 11; Grade 1, Lesson 18; Grade 2, Lesson 14**
- SH1.2.6 Describe how to say ‘yes’ and ‘no’ to people, behaviors, or situations that could make one feel uncomfortable or unsafe. **Grade 1, Lesson 20**
- SH1.2.7 Identify different ways that disease-causing germs are transmitted. **Grade 2, Lesson 5**
- SH1.2.8 Identify ways to prevent the spread of germs that cause infectious diseases. **Grade 2, Lesson 5**

Tobacco

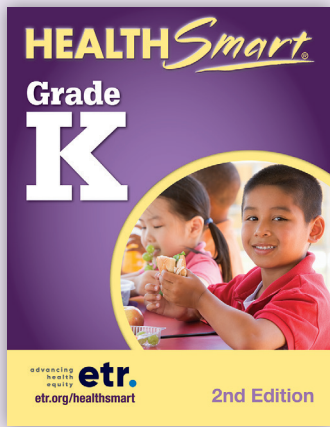
- T1.2.1 Identify a variety of tobacco products [e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco]. **Grade 2, Lesson 23**
- T1.2.2 Identify short- and long-term health effects of using tobacco products. **Grade K, Lesson 26, Lesson 27, Lesson 28; Grade 1, Lesson 26; Grade 2, Lesson 23**
- T1.2.3 Describe the benefits of not using tobacco. **Grade K, Lesson 26, Lesson 30; Grade 1, Lesson 28; Grade 2, Lesson 26**
- T1.2.4 Describe the dangers of experimenting with tobacco. **Grade 1, Lesson 27; Grade 2, Lesson 24**
- T1.2.5 Identify family rules about avoiding tobacco use. **Grade 1, Lesson 26, Lesson 29**
- T1.2.6 Identify short- and long-term health effects of secondhand smoke and aerosol. **Grade K, Lesson 26, Lesson 28, Lesson 29; Grade 1, Lesson 26; Grade 2, Lesson 23**
- T1.2.7 Identify places where exposure to secondhand smoke and aerosol occurs. **Can be covered in Grade K, Lesson 29**
- T1.2.8 Describe the environmental impacts of tobacco product waste (e.g., litter). **Not covered**

Violence Prevention

- V1.2.1 Describe the difference between bullying and teasing. **Grade 1, Lesson 18; Grade 2, Lesson 14**
- V1.2.2 Explain why it is wrong to tease or bully others. **Grade K, Lesson 11; Grade 1, Lesson 18; Grade 2, Lesson 14**
- V1.2.3 Explain what to do if someone is being bullied. **Grade K, Lesson 11; Grade 1, Lesson 18; Grade 2, Lesson 14**
- V1.2.4 Explain why it is important to be a good friend. **Grade 1, Lesson 3**
- V1.2.5 Describe examples of ways to be a good friend to others. **Grade 1, Lesson 3**
- V1.2.6 Describe the difference between “wanted” and “unwanted” touch. **Grade 1, Lesson 20**
- V1.2.7 Explain why unwanted or inappropriate touches should be reported to a trusted adult. **Grade 1, Lesson 20**
- V1.2.8 Explain that a child is not at fault if someone touches them in an unwanted or inappropriate way. **Grade 1, Lesson 20**
- V1.2.9 Explain why everyone has the right to tell others not to touch their body. **Grade 1, Lesson 20**

Lesson Objectives with HECAT & NHES Correlations

Grade K



Lesson 1: We're All Different and Special!

1. Identify characteristics that make them unique or special. (MEH1.2.7)
2. Explain why it's important to accept differences in others.
3. Illustrate ways they are special.

NHES Performance Indicators: 1.2.1; 4.2.1, 4.2.2; 7.2.1

Lesson 2: Having Feelings

1. Identify different emotions. (MEH1.2.1)
2. Explain the relationship between feelings and behavior. (MEH1.2.3)
3. Identify appropriate ways to express and deal with feelings of sadness, fear and anger. (MEH1.2.4)
4. Demonstrate self-control strategies for dealing with anger. (MEH7.2.2)

NHES Performance Indicators: 1.2.1; 4.2.1; 7.2.2

Lesson 3: Having People Who Care

1. Identify people in their lives who care about them. (MEH3.2.1, MEH3.2.2, MEH3.2.3)
2. Explain the importance of talking with parents and other trusted adults about feelings. (MEH1.2.5)
3. Demonstrate how to ask a trusted adult for help with strong feelings. (MEH4.2.1)

NHES Performance Indicators: 1.2.1; 2.2.1; 3.2.1; 4.2.1; 8.2.1

Lesson 4: My Body Puzzle

1. Identify different parts of the human body.
2. Describe what it means to be healthy.
3. Describe some ways to keep the body healthy.

NHES Performance Indicators: 1.2.1

Lesson 5: Keeping My Teeth Healthy

1. Identify the proper steps for daily brushing of teeth. (PHW1.2.1)
2. Demonstrate the steps to proper tooth brushing. (PHW7.2.2)
3. Make a pledge to properly brush their teeth twice a day. (PHW6.2.1, PHW6.2.2, PHW6.2.3, PHW7.2.3)

NHES Performance Indicators: 1.2.1; 6.2.1, 6.2.2; 7.2.1

Lesson 6: Washing Hands

1. State why handwashing is important to good health. (PHW1.2.2)
2. Demonstrate the steps to proper handwashing. (PHW1.2.4, PHW7.2.2)
3. Make a pledge to properly wash their hands throughout the day. (PHW6.2.1, PHW6.2.2, PHW6.2.3, PHW7.2.3)

NHES Performance Indicators: 1.2.1, 1.2.3; 6.2.1, 6.2.2; 7.2.1

Lesson 7: Reading Body Signals

1. Identify different signals from the body that can help them recognize an illness.
2. Identify trusted adults at home and in school who can help them when they are sick. (PHW3.2.1, PHW3.2.2)
3. Describe how to use medicines correctly with the help of an adult. (AOD1.2.3)
4. Identify rules about use of medicines. (AOD1.2.6, AOD1.2.8)

NHES Performance Indicators: 1.2.1, 1.2.5; 2.2.2; 3.2.1; 8.2.1

Lesson 8: Responding to Injuries

1. Identify different signals from the body that can help them recognize an injury.
2. Identify trusted adults at home and in school who can help when someone is injured. (S1.2.12, PHW3.2.1, PHW3.2.2)

NHES Performance Indicators: 1.2.1, 1.2.5; 2.2.2; 3.2.1

Lesson 9: Getting Help When Sick or Hurt

1. Demonstrate how to get help when sick or hurt. (S3.2.6, PHW4.2.1)

NHES Performance Indicators: 1.2.1; 3.2.1, 3.2.2; 4.2.1

Lesson 10: Safe Feelings Are Healthy Feelings

1. Identify people at home, at school and in the community who can help keep them safe. (S3.2.1, S3.2.2, S3.2.3)
2. Ask for help to be safe. (S4.2.1)

NHES Performance Indicators: 2.2.2; 3.2.1, 3.2.2; 4.2.1, 4.2.3

Lesson 11: Feeling Safe at School: We Don't Bully!

1. Explain why it is wrong to tease or bully others. (V1.2.2)
2. Explain what to do if someone is being bullied. (V1.2.3)
3. Encourage peers to avoid and report hurtful teasing and bullying. (V8.2.2)

NHES Performance Indicators: 1.2.1; 2.2.2; 3.2.1; 4.2.3; 8.2.2

Lesson 12: Rules for Staying Safe in Traffic

1. Explain the need for safety rules and procedures for staying safe around traffic. (S7.2.1)

NHES Performance Indicators: 1.2.1

Lesson 13: You Can Be Safe When You Walk

1. Describe how to be a safe pedestrian when walking. (S1.2.8)
2. Demonstrate safe behaviors when walking. (S7.2.2)

NHES Performance Indicators: 1.2.4; 7.2.2

Lesson 14: You Can Be Safe When You Cross the Street

1. Describe how to be a safe pedestrian when crossing the street. (S1.2.8)
2. Demonstrate safe behaviors for crossing the street. (S7.2.2)

NHES Performance Indicators: 1.2.4; 7.2.2

Lesson 15: You Can Be Safe Riding in a Car

1. State the benefits of riding in the back seat when a passenger in a motor vehicle. (S1.2.1)
2. Demonstrate steps for wearing a safety belt. (S7.2.2)
3. Illustrate the importance of using safety belts and booster seats. (S1.2.2)

NHES Performance Indicators: 1.2.4; 7.2.2

Lesson Objectives with HECAT & NHES Correlations

Grade K (continued)

Lesson 16: You Can Be Safe from Poisons

1. Explain that household products are harmful if ingested or inhaled. (S1.2.10, AOD1.2.1)
2. Identify poisons as safety hazards in the home. (S1.2.9)
3. Apply safety rules for being safe around poisons. (S7.2.2)

NHES Performance Indicators: 1.2.4; 7.2.2

Lesson 17: You Can Be Safe Around Guns

1. Identify guns and bullets as safety hazards in the home. (S1.2.9)
2. Apply safety rules to avoid gun-related injuries. (S7.2.2)

NHES Performance Indicators: 1.2.4; 7.2.2

Lesson 18: Emergencies

1. Classify situations as needing “little help” or “BIG help.”
2. Identify whom they would ask or where they would go for little help and for big help. (S1.2.12, S3.2.1, S3.2.2, S3.2.3)

NHES Performance Indicators: 1.2.4; 3.2.1; 4.2.3

Lesson 19: You Can Call for Help When You Need It

1. Demonstrate how to call 9-1-1 or 0 to locate community health helpers for help in an emergency. (S3.2.6, 4.2.4, S7.2.2)

NHES Performance Indicators: 3.2.2; 4.2.4; 7.2.2

Lesson 20: Decide to Be Safe

1. Identify situations where a decision about safety needs to be made. (S5.2.1)
2. Determine if help is needed to make a decision related to safety and injury prevention. (S5.2.4)

NHES Performance Indicators: 5.2.1, 5.2.2

Lesson 21: Eating Is Part of Being Healthy

1. Explain why it's important to eat different kinds of foods.
2. Describe body signals that tell people when they are hungry and when they are full. (FN1.2.10)
3. Demonstrate how they act or feel when they are hungry and full.

NHES Performance Indicators: 1.2.1; 5.2.1

Lesson 22: You Can Choose to Eat Healthy Foods

1. Explain the importance of trying new foods. (FN1.2.1)
2. Explain the importance of choosing healthy foods and beverages. (FN1.2.3)
3. Identify healthy foods they like to eat.

NHES Performance Indicators: 1.2.1; 3.2.1

Lesson 23: Setting a Goal: Plenty of Water for Me!

1. Identify the benefits of drinking plenty of water, including when being physically active. (FN1.2.6, PA1.2.6)
2. Set a goal to drink plenty of water each day. (FN6.2.1, FN6.2.2, FN6.2.3)

NHES Performance Indicators: 1.2.1; 6.2.1, 6.2.2

Lesson 24: Knowing and Moving Your Body Is Part of Being Healthy

1. Explain things they can do to move their bodies and be active every day. (PA1.2.2)
2. Describe the benefits of being physically active. (PA1.2.5)

NHES Performance Indicators: 1.2.1

Lesson 25: Setting a Goal: Come Move with Me!

1. Describe how being physically active can help a person feel better. (PA1.2.4)
2. Set a goal to move their bodies each day. (PA6.2.1, PA6.2.2, PA6.2.3)
3. Encourage peers to be physically active. (PA8.2.8)

NHES Performance Indicators: 1.2.1; 6.2.1, 6.2.2; 8.2.2

Lesson 26: Tobacco Hurts Your Lungs

1. Identify short-term effects of using tobacco on the lungs and breathing. (T1.2.2)
2. Identify how being exposed to tobacco smoke and aerosol affects the lungs and breathing. (T1.2.6)
3. Identify the benefits of not using tobacco. (T1.2.3)

NHES Performance Indicators: 1.2.1

Lesson 27: Tobacco Hurts Your Body

1. Identify short-term effects of using tobacco. (T1.2.2)

NHES Performance Indicators: 1.2.1

Lesson 28: Loving Family and Friends Who Smoke

1. Identify short-term effects of using tobacco. (T1.2.2)
2. Identify short-term effects of being exposed to tobacco smoke and aerosol. (T1.2.6)
3. Encourage others to be tobacco free.

NHES Performance Indicators: 1.2.1; 5.2.1; 8.2.2

Lesson 29: What to Do When Smoke Bothers You

1. Identify short-term effects of being exposed to tobacco smoke and aerosol. (T1.2.6)
2. Explain ways to help avoid secondhand smoke and aerosol.
3. Make requests to others to avoid secondhand smoke and aerosol. (T8.2.1)

NHES Performance Indicators: 1.2.1; 4.2.3; 7.2.2; 8.2.1

Lesson 30: I'm Healthy and Tobacco Free!

1. Describe the benefits of not using tobacco. (T1.2.3)
2. Demonstrate how to persuade others to be tobacco free.

NHES Performance Indicators: 1.2.1; 8.2.2

Lesson Objectives with HECAT & NHES Correlations

Grade 1



Lesson 1: Belonging Helps Keep Me Healthy

1. Identify the benefits of healthy family relationships. (MEH1.2.10)
2. Identify the benefits of healthy peer relationships. (MEH1.2.10)
3. Identify trusted adults who can help promote health. (MEH3.2.1, 3.2.2, 3.2.3)

NHES Performance Indicators: 1.2.1; 3.2.1

Lesson 2: Families Are Special and Different in Their Own Ways

1. Analyze ways families are alike and different. (SH1.2.3)
2. Identify the benefits of healthy family relationships. (MEH1.2.10)
3. Identify how family influences personal health. (MEH2.2.1)

NHES Performance Indicators: 1.2.1; 2.2.1

Lesson 3: Having Friends

1. Describe what it means to be a good friend. (MEH1.2.8)
2. Identify the benefits of healthy peer relationships. (MEH1.2.10)
3. Demonstrate how to encourage peers to make healthy choices. (MEH8.2.2)

NHES Performance Indicators: 1.2.1; 8.2.2

Lesson 4: Having All Kinds of Feelings

1. Identify different emotions and situations that can influence feelings. (MEH1.2.1, MEH1.2.2)
2. Identify appropriate ways to express and deal with feelings. (MEH1.2.4)
3. Explain the relationship between feelings and behavior. (MEH1.2.3)
4. Explain the importance of talking with parents and other trusted adults about feelings. (MEH1.2.5)

NHES Performance Indicators: 1.2.1

Lesson 5: Handwashing for Health

1. State why handwashing is important to good health. (PHW1.2.2)
2. Identify when they should wash their hands.
3. Demonstrate the proper way to wash their hands. (PHW1.2.4, PHW7.2.2)
4. Make a pledge to properly wash their hands throughout the day. (PHW7.2.3)

NHES Performance Indicators: 1.2.1, 1.2.3; 7.2.1

Lesson 6: Keeping Teeth Healthy

1. Identify the proper steps for daily brushing and flossing of teeth. (PHW1.2.1)
2. Demonstrate proper tooth brushing. (PHW7.2.2)
3. Make a pledge to properly brush their teeth twice a day. (PHW7.2.3)

NHES Performance Indicators: 1.2.1; 7.2.1

Lesson 7: Dressing for the Weather

1. Illustrate the proper clothing to wear during different seasons. (PHW7.2.1)
2. Illustrate ways to prevent harmful effects of the sun. (PHW1.2.8, PHW7.2.1)

NHES Performance Indicators: 1.2.1, 1.2.4; 7.2.2

Lesson 8: Getting Enough Sleep

1. State how much sleep children their age need.
2. Explain why sleep and rest are important for proper growth and good health. (PHW1.2.5)
3. Assess their own sleep patterns.
4. Set a goal to manage their sleep patterns for better health. (PHW6.2.1, PHW6.2.2)

NHES Performance Indicators: 1.2.1; 6.2.1; 7.2.1

Lesson 9: Being Safe

1. Describe how they feel when they are safe.
2. Illustrate something they do to be safe.
3. Identify people who can help them stay safe. (S3.2.1, S3.2.2, S3.2.3)

NHES Performance Indicators: 1.2.4; 3.2.1

Lesson 10: You Can Be Safe Walking and Crossing

1. Describe how to be a safe pedestrian. (S1.2.8)
2. Demonstrate how to walk and cross the street safely. (S7.2.2)

NHES Performance Indicators: 1.2.4; 7.2.2

Lesson 11: You Can Think Ahead to Get Places Safely

1. Explain why having a safe route is a good idea.
2. Identify family and friends they can walk with to be safe. (S3.2.1)
3. Identify places in the community they could go to for help. (S3.2.3)

NHES Performance Indicators: 1.2.4; 3.2.1, 3.2.3

Lesson 12: You Can Be Safe in a Car

1. State the benefits of riding in the back seat when a passenger in a motor vehicle. (S1.2.1)
2. Describe the importance of using safety belts, child safety restraints and motor vehicle booster seats. (S1.2.2)
3. Demonstrate the proper way to wear a safety belt. (S7.2.2)

NHES Performance Indicators: 1.2.4; 7.2.2; 8.2.2

Lesson 13: You Can Be Safe on a School Bus

1. Identify safety behaviors when getting on and off and while riding on a bus. (S1.2.3)

NHES Performance Indicators: 1.2.4; 2.2.2

Lesson 14: We Can Play Safely on the Playground

1. Identify safety rules for playing on the playground. (S1.2.4)

NHES Performance Indicators: 1.2.4; 2.2.2

Lesson Objectives with HECAT & NHES Correlations

Grade 1 (continued)

Lesson 15: You Can Think Ahead to Prevent Fires

1. Identify fire safety hazards in the home. (S1.2.9)
2. Apply safety rules for preventing fires. (S1.2.7)

NHES Performance Indicators: 1.2.4

Lesson 16: What to Do During a Fire

1. Identify safety rules for being around fire. (S1.2.7)
2. Demonstrate how to crawl low to avoid smoke from a fire. (S7.2.2)
3. Demonstrate how to stop, drop and roll to put out flames. (S7.2.2)
4. *Optional:* Demonstrate proper fire drill procedures. (S7.2.2)

NHES Performance Indicators: 1.2.4; 2.2.2; 4.2.3; 7.2.2

Lesson 17: You Can Call for Help in an Emergency

1. Demonstrate how to call 9-1-1 for help in an emergency (S3.2.6)
2. Demonstrate how to effectively ask for help in an emergency (S4.5.4)

NHES Performance Indicators: 3.2.2; 4.2.3, 4.2.4; 7.2.2

Lesson 18: We Don't Bully at Our School

1. Describe the difference between bullying and teasing. (V1.2.1)
2. Explain why it's wrong to tease or bully others. (V1.2.2)
3. Explain what to do if someone is being bullied. (V1.2.3)
4. Demonstrate how to ask for help if they or someone else were being bullied. (V4.2.4)

NHES Performance Indicators: 1.2.1; 2.2.2; 3.2.1; 4.2.3, 4.2.4

Lesson 19: Sharing the Safety Smart Message

1. Describe how injuries can be prevented (S1.2.6)
2. Advocate for others to be safe. (S8.2.2)

NHES Performance Indicators: 8.2.1, 8.2.2

Lesson 20: You Can Get Help for Unsafe Touch

1. Identify "safe" and "unsafe" touches. (V1.2.6)
2. Explain that a child is not at fault if someone touches them in an inappropriate way. (V1.2.8)
3. Explain that everyone has the right to tell others not to touch their body. (V1.2.9)
4. Explain that unsafe touches should be reported to a trusted adult. (V1.2.7)
5. Demonstrate what to say and do if they are touched in an inappropriate way. (V4.2.3, V4.2.4)

NHES Performance Indicators: 1.2.4; 4.2.3, 4.2.4

Lesson 21: I Eat Breakfast Every Day

1. Identify healthy breakfast foods.
2. Describe the benefits of eating breakfast every day. (FN1.2.8)

NHES Performance Indicators: 1.2.1

Lesson 22: We Drink Plenty of Water

1. Identify the benefits of drinking plenty of water. (FN1.2.6)
2. Describe the benefits of drinking plenty of water before, during, and after physical activity. (PA1.2.6)
3. Encourage peers to drink plenty of water. (FN8.2.2)

NHES Performance Indicators: 1.2.1; 8.2.2

Lesson 23: Setting a Goal to Eat Breakfast or Drink More Water

1. Identify reasons people don't eat breakfast and suggest solutions.
2. Identify reasons people don't drink water and suggest solutions.
3. Set a goal to eat breakfast daily or drink more water and take steps to achieve it. (FN6.2.1, FN6.2.2, FN6.2.3)

NHES Performance Indicators: 1.2.1; 6.2.1, 6.2.2

Lesson 24: I Like and Move My Body

1. Describe how being physically active can help a person feel better. (PA1.2.4)
2. Describe the benefits of being physically active. (PA1.2.5)

NHES Performance Indicators: 1.2.1; 7.2.1

Lesson 25: Move More and Sit Less to Be Healthy

1. Identify the recommended amount of physical activity for children. (PA1.2.1)
2. Explain ways to be active every day. (PA1.2.2)
3. Describe behaviors that are physically active and physically inactive. (PA1.2.3)

NHES Performance Indicators: 1.2.1

Lesson 26: Tobacco Smoke Hurts the Body

1. Identify short-term effects of using tobacco. (T1.2.2)
2. Identify short- and long-term physical effects of being exposed to tobacco smoke or aerosol. (T1.2.6)
3. Identify family rules about avoiding tobacco use. (T1.2.5)
4. Identify actions they can take to avoid exposure to secondhand smoke and aerosol.

NHES Performance Indicators: 1.2.1

Lesson 27: Why People Smoke

1. Describe the dangers of experimenting with tobacco. (T1.2.4)
2. Name influences on the decision to smoke or vape.
3. Express intentions to be tobacco free.

NHES Performance Indicators: 1.2.1; 2.2.1, 2.2.3

Lesson 28: Sharing the Tobacco-Free Message

1. Describe the benefits of not using tobacco. (T1.2.3)
2. Advocate for others to be tobacco free.

NHES Performance Indicators: 8.2.1, 8.2.2

Lesson 29: Family and Friends Want You to Be Tobacco Free

1. Identify family rules about avoiding tobacco use. (T1.2.5)
2. Identify how their families can help them stay tobacco free.
3. Make requests to others to help support tobacco-free choices. (T4.2.1, T8.2.1)

NHES Performance Indicators: 2.2.1; 3.2.1; 4.2.1; 8.2.1

Lesson Objectives with HECAT & NHES Correlations

Grade 2



Lesson 1: How Do Families Grow and Change?

1. Compare their family size and shape to others. (SH1.2.3)
2. Describe how families grow and change.
3. Identify the benefits of healthy family relationships. (MEH1.2.10)
4. Illustrate how their family helps them be healthy. (MEH2.2.1)

NHES Performance Indicators: 1.2.1; 2.2.1

Lesson 2: How Do We Grow and Change?

1. Describe how their bodies have changed and grown since they were babies.
2. Describe thoughts and feelings that go with growing and changing.
3. Explain that people grow and change in their own ways.
4. Explain why it is important to accept differences in others.

NHES Performance Indicators: 1.2.1, 1.2.2

Lesson 3: Troublesome Feelings

1. Identify examples of troublesome feelings and situations that can influence these feelings. (MEH1.2.1, MEH1.2.2)
2. Explain the relationship between feelings and behavior. (MEH1.2.3)
3. Identify appropriate ways to express and deal with feelings. (MEH1.2.4)
4. Demonstrate self-control strategies for dealing with troublesome feelings. (MEH1.2.11, MEH7.2.2)

NHES Performance Indicators: 1.2.1; 7.2.2

Lesson 4: Getting Help with Troublesome Feelings

1. Explain the importance of talking with parents and other trusted adults about feelings. (MEH1.2.5)
2. Identify trusted adults at home who can help with troublesome feelings. (MEH3.2.1)
3. Identify trusted adults in school and the community who can help with troublesome feelings. (MEH3.2.2, MEH3.2.3)
4. Demonstrate asking for help when they have troublesome feelings. (MEH4.2.1)

NHES Performance Indicators: 1.2.1; 2.2.2; 3.2.1; 4.2.1

Lesson 5: Preventing Colds and Fighting Germs

1. Identify different ways that disease-causing germs are transmitted. (PHW1.2.9)
2. Identify ways to prevent the spread of germs that cause common infectious diseases. (PHW1.2.10)
3. Demonstrate the steps for proper handwashing. (PHW1.2.4, PHW7.2.2)

NHES Performance Indicators: 1.2.1, 1.2.3; 7.2.1

Lesson 6: Using Medicines Safely

1. Explain the harmful effects of medicines when used incorrectly. (AOD1.2.5)
2. Describe the potential risks associated with use of over-the-counter medicines. (AOD1.2.6)
3. Describe how to use medicines correctly (AOD1.2.3)

NHES Performance Indicators: 1.2.1, 1.2.5

Lesson 7: Healthy Habits

1. Describe what it means to be healthy.
2. Identify the proper steps for daily brushing and flossing teeth. (PHW1.2.1)
3. Identify the benefits of personal health care practices such as washing hair and bathing regularly. (PHW1.2.3)
4. Explain why sleep and rest are important for proper growth and good health. (PHW1.2.5)
5. Identify ways to protect vision. (PHW1.2.7)
6. Explain how hearing can be damaged by loud noise. (PHW1.2.6)
7. Identify ways to protect hearing. (PHW1.2.7)
8. List ways to prevent harmful effects of the sun. (PHW1.2.8)

NHES Performance Indicators: 1.2.1

Lesson 8: Helping Friends Stay Healthy

1. Demonstrate how to encourage peers to make positive personal health and wellness-related choices. (PHW8.2.2)

NHES Performance Indicators: 1.2.1; 8.2.2

Lesson 9: Being Safety Smart on the Street

1. Describe how to be a safe pedestrian. (S1.2.8)
2. Analyze how emotions can influence safety behaviors. (MEH1.2.3)
3. Identify situations which need a decision related to pedestrian safety. (S5.2.1)
4. Explain the potential positive and negative outcomes from a decision related to pedestrian safety. (S5.2.3)

NHES Performance Indicators: 1.2.4; 5.2.1

Lesson 10: Being Safety Smart as a Passenger

1. State the benefits of riding in the back seat when a passenger in a motor vehicle. (S1.2.1)
2. Describe the importance of using safety belts. (S1.2.2)
3. Identify safe behaviors when riding on a bus. (S1.2.3)
4. Analyze how emotions can influence safety behaviors. (MEH1.2.3)
5. Identify situations which need a decision related to passenger safety. (S5.2.1)
6. Explain the potential positive and negative outcomes from a decision related to passenger safety. (S5.2.3)

NHES Performance Indicators: 1.2.4; 5.2.1

Lesson 11: Being Safety Smart Around Water

1. Identify safety rules for swimming and playing around water. (S1.2.4)
2. Analyze how emotions can influence safety behaviors. (MEH1.2.3)
3. Identify situations which need a decision related to water safety. (S5.2.1)
4. Explain the potential positive and negative outcomes from a decision related to water safety. (S5.2.3)

NHES Performance Indicators: 1.2.4; 5.2.1

Lesson Objectives with HECAT & NHES Correlations

Grade 2 (continued)

Lesson 12: Being Safety Smart When You Ride a Bike

1. Identify safety rules for riding a bicycle and other wheeled equipment.
2. Identify activities in which it is important to wear a helmet. (S1.2.5)
3. Identify the proper way to wear a helmet. (S7.2.1)
4. Identify situations which need a decision related to bicycle safety. (S5.2.1)
5. Explain the potential positive and negative outcomes from a decision related to bicycle safety. (S5.2.3)

NHES Performance Indicators: 1.2.4; 5.2.1

Lesson 13: Setting a Goal to Be Safety Smart

1. Describe how injuries can be prevented. (S1.2.6)
2. Identify a realistic personal short-term goal to make safety smart choices to avoid or reduce injury. (S6.2.1)
3. Take steps to achieve a personal goal to avoid or reduce injury. (S6.2.2)
4. Identify people who can help achieve a personal goal to avoid or reduce injury. (S6.2.3)

NHES Performance Indicators: 1.2.4; 6.2.1, 6.2.2

Lesson 14: What We Know About Bullying

1. Describe the difference between bullying and teasing. (V1.2.1)
2. Describe how it feels to be bullied.
3. Explain why it's wrong to bully others. (V1.2.2)
4. Explain what to do if someone is being bullied. (V1.2.3)

NHES Performance Indicators: 1.2.1; 2.2.2; 3.2.1

Lesson 15: Taking a Stand Against Bullying

1. Demonstrate how to effectively tell a trusted adult if they are bullied or witness someone being bullied. (V4.2.4)
2. Make requests to prevent bullying. (V8.2.1)
3. Demonstrate how to encourage peers to prevent bullying. (V8.2.2)

NHES Performance Indicators: 1.2.1; 4.2.3, 4.2.4; 8.2.1, 8.2.2

Lesson 16: Drinking Water to Be Healthy

1. Explain the importance of choosing healthy beverages. (FN1.2.3)
2. Identify the benefits of drinking plenty of water. (FN1.2.6)
3. Describe the types of beverages that should be limited. (FN1.2.7)
4. Make requests to others about preferences for drinking water. (FN8.2.1)
5. Demonstrate how to encourage peers to make healthy beverage choices. (FN8.2.2)

NHES Performance Indicators: 1.2.1; 8.2.1, 8.2.2

Lesson 17: Eating a Healthy Breakfast

1. Describe the benefits of eating breakfast every day. (FN1.2.8)
2. Describe the types of breakfast foods that should be limited. (FN1.2.7)

NHES Performance Indicators: 1.2.1

Lesson 18: Fruits and Vegetables Are Healthy Snacks

1. Identify their 5-a-day favorite fruits and vegetables.
2. Identify a variety of healthy snacks. (FN1.2.5)
3. Describe the types of snack foods and beverages that should be limited. (FN1.2.7)

NHES Performance Indicators: 1.2.1

Lesson 19: Setting a Goal to Eat 5 a Day

1. Identify a realistic personal short-term goal to eat 5 fruits and vegetables a day. (FN6.2.1)
2. Take steps to achieve a personal goal to improve healthy eating. (FN6.2.2)
3. Identify people who can help achieve a personal goal to improve healthy eating. (FN6.2.3)

NHES Performance Indicators: 1.2.1; 6.2.1, 6.2.2

Lesson 20: Liking and Moving Your Body

1. Identify things they like about their bodies to help build a positive body image.
2. Identify the recommended amount of physical activity for children. (PA1.2.1)
3. Explain ways to be active every day. (PA1.2.2)

NHES Performance Indicators: 1.2.1

Lesson 21: Setting a Goal to Move 60 a Day

1. Describe how being physically active can help a person feel better. (PA1.2.4)
2. Describe the benefits of being physically active. (PA1.2.5)
3. Take steps to achieve a personal goal to be physically active for 60 minutes a day. (PA6.2.2)
4. Identify people who can help achieve a personal goal to improve physical activity. (PA6.2.3)

NHES Performance Indicators: 1.2.1; 6.2.1, 6.2.2

Lesson 22: Stretching My Body

1. Describe the benefits of stretching.
2. Demonstrate appropriate stretching activities. (PA7.2.2)

NHES Performance Indicators: 1.2.1; 7.2.1

Lesson 23: Dangers of Tobacco

1. Identify a variety of tobacco products. (T1.2.1)
2. Identify short-term effects of using tobacco. (T1.2.2)
3. Identify short- and long-term physical effects of being exposed to tobacco smoke or aerosol. (T1.2.6)
4. Encourage peers to be tobacco free.

NHES Performance Indicators: 1.2.1; 8.2.2

Lesson 24: Using Tobacco Can Become Addicting

1. Define experimentation and addiction.
2. Describe the dangers of experimenting with tobacco. (T1.2.4)

NHES Performance Indicators: 1.2.1

Lesson 25: Getting Support to Be Tobacco Free

1. Identify trusted adults at home who can help prevent tobacco use. (T3.2.1)
2. Identify trusted adults and professionals in school who can help prevent tobacco use. (T3.2.2)
3. Request adult help in staying tobacco free. (T8.2.1)

NHES Performance Indicators: 2.2.2; 3.2.1; 8.2.1

Lesson 26: Making the Choice to Be Tobacco Free

1. Describe the benefits of not using tobacco. (T1.2.3)
2. Express intentions to be tobacco free.
3. Encourage peers to be tobacco free.

NHES Performance Indicators: 1.2.1; 5.2.1, 5.2.2; 7.2.1; 8.2.2

Grades 3–5 • Healthy Behavior Outcomes

| Mental & Emotional Health | Lessons | | |
|---|------------|---------|---------|
| | Grade 3 | Grade 4 | Grade 5 |
| MEH-1 Express feelings in a healthy way. | 1, 2 | 4, 5, 6 | 1, 3 |
| MEH-2 Engage in activities that are mentally and emotionally healthy. | 1, 5 | | 1 |
| MEH-3 Manage interpersonal conflict in healthy ways. | | 14, 15 | |
| MEH-4 Prevent and manage emotional stress and anxiety in healthy ways. | 2 | 1, 2, 3 | |
| MEH-5 Use self-control and impulse-control strategies to promote health. | 2 | 5 | |
| MEH-6 Get help for troublesome thoughts, feelings, or actions for oneself and others. | 2 | 4, 6 | 13 |
| MEH-7 Show acceptance of differences in others. | 5 | | 36 |
| MEH-8 Establish and maintain healthy relationships. | 1, 3, 4, 5 | | 2, 3 |
| MEH-9 Practice habits that promote mental and emotional well-being. | 4 | 3, 5, 6 | 3 |

| Personal Health & Wellness | Lessons | | |
|---|-----------------------------------|---------|---------|
| | Grade 3 | Grade 4 | Grade 5 |
| PHW-1 Practice appropriate hygiene habits. | 6 | 7, 9 | |
| PHW-2 Get an appropriate amount of sleep and rest. | | 7, 9 | |
| PHW-3 Prevent vision and hearing loss. | | 8, 9 | |
| PHW-4 Prevent damage from the sun. | | 7, 9 | |
| PHW-5 Practice behaviors that prevent infectious diseases. | 6, 7 | 7, 9 | 6 |
| PHW-6 Practice behaviors that prevent chronic diseases. | | | 5, 6 |
| PHW-7 Practice behaviors that promote mental and emotional well-being. | 4 | 3, 5, 6 | 3 |
| PHW-8 Practice behaviors that prevent food-borne and water-borne illnesses. | Covered in Middle and High School | | |
| PHW-9 Prevent serious health problems that result from common chronic diseases and conditions, such as allergies, asthma, diabetes, epilepsy. | | | 5 |
| PHW-10 Use health care services to address common infectious diseases and manage chronic diseases and conditions. | 6, 7, 8 | | 4 |
| PHW-11 Seek out health care professionals for appropriate screenings and examinations. | | | 4 |
| PHW-12 Prevent health problems that result from fads or trends. | Covered in Middle and High School | | |

Grades 3–5 • Healthy Behavior Outcomes

| Safety/Injury Prevention Healthy Behavior Outcome | Lessons | | |
|--|-----------------------------------|----------------|---------|
| | Grade 3 | Grade 4 | Grade 5 |
| S-1 Follow appropriate safety rules when riding in or on a motor vehicle. | 9, 10, 11, 12 | | |
| S-2 Avoid driving a motor vehicle while under the influence of alcohol or other drugs. | Covered in High School | | |
| Avoid riding in a motor vehicle driven by someone under the influence of alcohol or other drugs. | Covered in Middle and High School | | |
| S-3 Use safety equipment appropriately and correctly. | 9, 10, 11, 12 | 10, 11, 12 | |
| S-4 Apply safety rules and procedures to avoid risky behaviors and injury. | 9, 10, 11, 12, 13 | 10, 11, 12, 13 | |
| S-5 Avoid safety hazards in the home and community. | 9, 10, 11, 12 | 10, 11, 12, 13 | |
| S-6 Recognize and avoid dangerous surroundings. | 13 | 10, 11, 12, 13 | |
| S-7 Get help for oneself or others when injured or suddenly ill. | | | |
| S-8 Support others to avoid risky behaviors and be safe. | 11 | | |

| Violence Prevention Healthy Behavior Outcome | Lessons | | |
|--|---------|---------|--------------------|
| | Grade 3 | Grade 4 | Grade 5 |
| V-1 Manage interpersonal conflict in nonviolent ways. | | 14, 15 | 12 |
| V-2 Manage emotional distress in nonviolent ways. | | 5 | |
| V-3 Avoid bullying or being a bystander to bullying. | 14, 15 | | 7, 8, 9, 15 |
| V-4 Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape. | | | 10, 11, 12, 14, 15 |
| V-5 Avoid situations where violence is likely to occur. | | | 10, 11, 12 |
| V-6 Avoid associating with others who are involved in or who encourage violence or criminal activity. | | | 10, 11 |
| V-7 Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes. | 15 | | 7, 8, 9, 12 |
| V-8 Get help to prevent or stop unwanted or inappropriate touching. | 16 | | |
| V-9 Get help to stop being subjected to violence or physical abuse. | 15, 16 | | 7, 8, 9 |
| V-10 Get help for oneself or others who are in danger of hurting themselves. | | | 13 |

Grades 3–5 • Healthy Behavior Outcomes

| Food & Nutrition | Lessons | | |
|---|------------|------------|--------------------|
| | Grade 3 | Grade 4 | Grade 5 |
| Healthy Behavior Outcome | | | |
| FN-1 Follow a healthy eating pattern that meets individual preferences and needs for growth and development. | 17, 19, 22 | 16, 17, 19 | 16, 17, 18, 22, 23 |
| FN-2 Choose a variety of options within each food group. | 21 | 16, 17, 19 | 16, 17 |
| FN-3 Eat lots of fruits and vegetables. | 19, 20 | 17 | 16 |
| FN-4 Choose to eat whole-grain products. | 19 | | 16 |
| FN-5 Choose to eat or drink fat-free or low-fat dairy or fortified dairy alternatives. | 19 | | 16 |
| FN-6 Drink lots of water. | 18 | | 18, 19 |
| FN-7 Avoid sugary drinks. | 18 | | 18, 19 |
| FN-8 Limit foods high in added sugars, saturated fats, trans fats, and sodium. | 17, 19 | | 16, 18, 19 |
| FN-9 Choose to eat or drink nutrient-dense foods and beverages when dining. | | | 19 |
| FN-10 Prepare good-tasting, nutrient-dense foods for yourself and others. | 22 | 19 | 22, 23 |
| FN-11 Choose and enjoy nutrient-dense foods and beverages that reflect personal preferences, culture, and budget. | 17, 21, 22 | 19 | 19, 22, 23 |
| FN-12 Support healthy eating patterns for others. | | | 23 |

| Physical Activity | Lessons | | |
|--|---------|---------|---------|
| | Grade 3 | Grade 4 | Grade 5 |
| Healthy Behavior Outcome | | | |
| PA-1 Engage in moderate to vigorous physical activity for at least 60 minutes every day. | 23 | 18, 19 | 20, 21 |
| PA-2 Regularly engage in physical activities that enhance cardiorespiratory endurance, flexibility, muscle endurance, and muscle strength. | 23 | 18, 19 | 20, 21 |
| PA-3 Engage in warm-up and cool-down activities before and after structured exercise. | | | 20 |
| PA-4 Drink plenty of water before, during, and after physical activity. | 18 | | |
| PA-5 Follow a physical activity plan for healthy growth and development. | 24 | 19 | 22, 23 |
| PA-6 Avoid injury during physical activity. | | 11, 12 | |
| PA-7 Support others to be physically active. | | | 23 |

| Alcohol & Other Drugs | Lessons | | |
|--|--------------------|----------------|--------------------------------|
| | Grade 3 | Grade 4 | Grade 5 |
| Healthy Behavior Outcome | | | |
| AOD-1 Use prescription and over-the-counter medications correctly. | 8 | | |
| AOD-2 Avoid misuse and abuse of OTC and prescription drugs. | 8 | | |
| AOD-3 Avoid the use of alcohol. | 25, 26, 27, 28, 29 | 20, 21, 22, 23 | 24, 25, 26, 27, 28, 29, 30, 31 |

Grades 3–5 • Healthy Behavior Outcomes

| Alcohol & Other Drugs (continued) | Lessons | | |
|---|--|----------------|----------------|
| Healthy Behavior Outcome | Grade 3 | Grade 4 | Grade 5 |
| AOD-4 Avoid the use of illegal drugs. | Covered in Middle and High School | | |
| AOD-5 Avoid driving while under the influence of alcohol and other drugs. | Covered in High School | | |
| AOD-6 Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs. | | | 31 |
| | Also covered in Middle and High School | | |
| AOD-7 Quit using alcohol and other drugs if already using. | Covered in High School | | |
| AOD-8 Support others to be alcohol and other drug free. | 29 | 20, 24 | 26, 27, 30 |

| Tobacco | Lessons | | |
|--|------------------------|----------------|----------------|
| Healthy Behavior Outcome | Grade 3 | Grade 4 | Grade 5 |
| T-1 Avoid using (or experimenting with) any form of tobacco. | 25, 26, 27, 28, 29 | 20, 21, 22, 23 | |
| T-2 Avoid exposure to secondhand smoke and aerosol. | 25 | | |
| T-3 Support a tobacco-free environment. | | 24 | |
| T-4 Support others to be tobacco free. | 29 | 20, 24 | |
| T-5 Quit using tobacco if already using. | Covered in High School | | |

| Sexual Health | Lessons | | |
|---|-----------------------------------|----------------|----------------|
| Healthy Behavior Outcome | Grade 3 | Grade 4 | Grade 5 |
| SH-1 Recognize developmental changes experienced by self and others during childhood and adolescence. | | 25, 26 | 32, 33, 34, 35 |
| SH-2 Establish and maintain healthy relationships. | 1, 3, 4, 5 | | 2, 3 |
| SH-3 Treat all people with dignity and respect with regard to their gender identity and sexual orientation. | | | 36 |
| SH-4 Give and receive consent in all situations. | Covered in Middle and High School | | |
| SH-5 Be sexually abstinent. | | | 32, 33, 37, 38 |
| SH-6 Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV. | Covered in Middle and High School | | |
| SH-7 Engage in behaviors that prevent or reduce unintended pregnancy. | Covered in Middle and High School | | |
| SH-8 Support others to avoid or reduce sexual risk behaviors. | Covered in Middle and High School | | |
| SH-9 Avoid pressuring others to engage in sexual behaviors. | Covered in Middle and High School | | |
| SH-10 Use appropriate health services to promote sexual and reproductive health. | | | 38 |
| Progress through puberty in a healthy way. | | 25, 26, 27, 28 | 32, 33, 34, 35 |

Alcohol & Other Drugs

- AOD1.5.1 Explain why household products are harmful if intentionally inhaled or absorbed. **Grade 4, Lesson 11**
- AOD1.5.2 Define over-the-counter medication (e.g., something you can buy off the store shelf) and prescription medication. **Grade 3, Lesson 8**
- AOD1.5.3 Explain the benefits of medications when used correctly. **Grade 3, Lesson 8**
- AOD1.5.4 Explain how to use medications correctly. **Grade 3, Lesson 8**
- AOD1.5.5 Describe potential risks associated with inappropriate use of over-the-counter medications. **Grade 3, Lesson 8**
- AOD1.5.6 Describe potential risks associated with inappropriate use of prescription medications. **Grade 3, Lesson 8**
- AOD1.5.7 Describe the importance of not sharing medications. **Grade 3, Lesson 8 [covered but not an objective]**
- AOD1.5.8 Explain the difference between medications and illicit drugs. **Grade 3, Lesson 25**
- AOD1.5.9 Identify the risks associated with alcohol and marijuana use. **Grade 3, Lesson 25; Grade 4, Lesson 20; Grade 5, Lesson 24, Lesson 25 [alcohol only; marijuana covered in Middle and High School]**
- AOD1.5.10 Identify short- and long-term effects of illicit drug use, misuse of prescription or over-the-counter medications, and inappropriate use of alcohol or marijuana. **Grade 3, Lesson 8 [medicines], Lesson 25 [alcohol/tobacco]; Grade 4, Lesson 20 [alcohol/tobacco]; Grade 5, Lesson 24, Lesson 25 [alcohol]**
- AOD1.5.11 Identify family and school rules about alcohol and other drug use. **Grade 3, Lesson 28 [family only]; Grade 5, Lesson 24**

Food & Nutrition

- FN1.5.1 Explain the importance of trying new foods. **Grade 3, Lesson 21 [covered slightly, but not an objective]**
- FN1.5.2 Name the food groups and a variety of nutritious food and beverage choices for each food group. **Grade 4, Lesson 16; Grade 5, Lesson 16**
- FN1.5.3 Describe the components of a healthy meal. **Grade 3, Lesson 19 [breakfast], Lesson 21; Grade 5, Lesson 17**
- FN1.5.4 Describe the benefits of eating plenty of whole fruits and vegetables (e.g., fresh, canned, frozen, and dried). **Grade 3, Lesson 20; Grade 4, Lesson 17; Grade 5, Lesson 16**
- FN1.5.5 Explain the importance of eating a variety of foods from all the food groups. **Grade 4, Lesson 17; Grade 5, Lesson 16**
- FN1.5.6 Describe the benefits of consuming enough water. **Grade 3, Lesson 18**
- FN1.5.7 Identify sugary drinks. **Grade 3, Lesson 18; Grade 5, Lesson 19**
- FN1.5.8 Identify foods that are high in added sugars, sodium, and saturated or trans fat. **Grade 3, Lesson 17; Grade 5, Lesson 18, Lesson 19 [included but not an objective]**
- FN1.5.9 Identify sources of healthy fats (e.g., unsaturated fats and oils). **Grade 4, Lesson 16 [covered but not an objective]**
- FN1.5.10 Describe the health benefits of limiting the consumption of saturated or trans fat, added sugar, and sodium. **Grade 3, Lesson 17; Grade 5, Lesson 18, Lesson 19 [included but not an objective]**
- FN1.5.11 Describe how to make or choose good-tasting, nutrient-dense snacks. **Grade 3, Lesson 17 [covered but not an objective]; Grade 4, Lesson 17; Grade 5, Lesson 18**
- FN1.5.12 Explain why breakfast should be eaten every day. **Grade 3, Lesson 19**
- FN1.5.13 Describe methods to keep food safe from germs. **Covered in Middle and High School**
- FN1.5.14 Explain the concept of eating the amount of food needed to be healthy and energetic. **Grade 4, Lesson 17 [covered but not an objective]; Grade 5, Lesson 19 [covered but not an objective]**
- FN1.5.15 Describe the benefits of following a healthy eating pattern. **Grade 3, Lesson 17**
- FN1.5.16 Describe what it feels like to be hungry and full. **Grade 3, Lesson 17**
- FN1.5.17 Explain what is enjoyable about eating meals with family and friends. **Grade 3, Lesson 21; Grade 5, Lesson 19 [briefly covered, but not an objective]**

Mental & Emotional Health

- MEH1.5.1 Identify internal and external signs that one is experiencing different feelings or emotions. **Grade 3, Lesson 2; Grade 4, Lesson 4, Lesson 6**
- MEH1.5.2 Describe how emotions can change throughout the day. **Grade 3, Lesson 2 [addressed, but not an objective]**
- MEH1.5.3 Identify common patterns among people, activities, and situations that affect emotions and feelings. **Grade 3, Lesson 2; Grade 4, Lesson 5 [addressed, but not an objective]**
- MEH1.5.4 Describe the relationship between feelings, emotions, and behavior. **Grade 3, Lesson 2; Grade 4, Lesson 5**
- MEH1.5.5 Identify appropriate ways to express and manage needs, wants, emotions, and feelings. **Grade 3, Lesson 2; Grade 4, Lesson 5, Lesson 6**
- MEH1.5.6 Describe how the expression of emotions or feelings can help or hurt oneself or others. **Grade 3, Lesson 2; Grade 4, Lesson 4, Lesson 5 [covered but not an objective]**
- MEH1.5.7 Describe how mental and emotional health can affect health-related behaviors. **Grade 3, Lesson 1; Grade 5, Lesson 1**
- MEH1.5.8 Identify characteristics of a mentally and emotionally healthy person. **Grade 3, Lesson 1; Grade 5, Lesson 1**
- MEH 1.5.9 Identify role models who demonstrate positive emotional health. **Grade 3, Lesson 1; Grade 5, Lesson 1**
- MEH1.5.10 Describe the differences and similarities between self-efficacy, self-respect, and self-awareness. **Grade 3, Lesson 5 [defines self-respect]**
- MEH1.5.11 Identify internal and external factors that influence self-efficacy, self-respect, and self-awareness. **Grade 3, Lesson 5 [self-respect only]**
- MEH1.5.12 Identify causes and effects of stress. **Grade 4, Lesson 1, Lesson 2, Lesson 3**
- MEH1.5.13 Identify feelings and emotions associated with loss and grief. **Grade 4, Lesson 4**
- MEH1.5.14 Identify ways to cope with challenging situations (e.g., losing a game, doing poorly on a test). **Grade 4, Lesson 3**
- MEH1.5.15 Describe resilience and how it impacts mental and emotional health. **Grade 5, Lesson 1 [addressed (in different words), but not an objective]**
- MEH1.5.16 Describe self-control and how it can benefit mental and emotional health. **Grade 4, Lesson 5**
- MEH1.5.17 Identify a parent, caregiver, or trusted adult to talk with about feelings. **Grade 3, Lesson 2; Grade 4, Lesson 6**
- MEH1.5.18 Explain the importance of talking with parents and other trusted adults about feelings. **Grade 3, Lesson 2; Grade 4, Lesson 4, Lesson 6**
- MEH1.5.19 Describe healthy ways to express affection, love, friendship, and concern. **Grade 3, Lesson 4**
- MEH1.5.20 Identify relationships in family, peer groups, school, and the community that are caring. **Grade 3, Lesson 3, Lesson 4, [covered but not an objective]; Grade 5, Lesson 2**
- MEH1.5.21 Identify strategies for effectively communicating feelings to family members, trusted adults, and peers. **Grade 3, Lesson 2; Grade 4, Lesson 6**
- MEH1.5.22 Identify healthy strategies to manage difficult relationships with family members and peers. **Grade 3, Lesson 3, Lesson 4 [covered but not an objective]; Grade 5, Lesson 3**
- MEH1.5.23 Describe examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, and consideration). **Grade 3, Lesson 3**
- MEH1.5.24 Describe what empathy is and why it is important. **Grade 3, Lesson 2; Grade 5, Lesson 2 [being sensitive to others' feelings; "empathy" not defined until Middle School]**
- MEH1.5.25 Describe the characteristics of a diverse society. **Grade 3, Lesson 5 [addressed, but not an objective]**
- MEH1.5.26 Identify characteristics that make people unique or special. **Grade 3, Lesson 5**
- MEH1.5.27 Describe intolerance. **Covered in Middle School**
- MEH1.5.28 Describe different types of bullying (e.g., physical, verbal, social, cyber) and how bullying is different than teasing. **Grade 3, Lesson 14; Grade 5, Lesson 7, Lesson 8**
- MEH1.5.29 Explain why it is wrong to tease or bully others. **Grade 3, Lesson 14; Grade 5, Lesson 7, Lesson 36**

(Continued)

Grades 3–5 • Alignment with HECAT Knowledge Expectations

Mental & Emotional Health *(continued)*

- MEH1.5.30 Describe healthy ways to respond if one experiences or witnesses bullying or teasing. **Grade 3, Lesson 14, Lesson 15; Grade 5, Lesson 9**
- MEH1.5.31 Identify the warning signs when a person may be at risk for harming themselves and when to seek help. **Grade 5, Lesson 13**

Personal Health & Wellness

- PHW1.5.1 Describe the benefits of personal health care practices such as tooth brushing and flossing, washing hair and bathing regularly. **Grade 4, Lesson 7**
- PHW1.5.2 Explain why sleep and rest are important for proper growth and good health. **Grade 4, Lesson 7**
- PHW1.5.3 Explain how hearing can be damaged by loud sounds. **Grade 4, Lesson 8**
- PHW1.5.4 Describe how vision can be damaged. **Grade 4, Lesson 8**
- PHW1.5.5 Describe ways to prevent vision or hearing damage. **Grade 4, Lesson 8**
- PHW1.5.6 Explain benefits of proper hygiene practices for healthy eyes and vision (e.g., contact lens hygiene). **Very briefly touched on in Grade 4, Lesson 8 [wash hands before touching eyes]**
- PHW1.5.7 Describe ways to prevent harmful effects of the sun. **Grade 4, Lesson 7**
- PHW1.5.8 Explain the difference between infectious diseases and non-infectious diseases. **Grade 5, Lesson 5**
- PHW1.5.9 Describe ways that common infectious diseases are transmitted. **Grade 3, Lesson 6**
- PHW1.5.10 Describe ways to prevent the spread of germs that cause infectious diseases. **Grade 3, Lesson 6; Grade 4, Lesson 7; Grade 5, Lesson 6 [covered but not an objective]**
- PHW1.5.11 Describe symptoms that occur when a person is sick. **Grade 3, Lesson 8; Grade 5, Lesson 5 [covered but not an objective]**
- PHW1.5.12 Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy. **Grade 5, Lesson 5**
- PHW1.5.13 Describe symptoms of someone who is seriously ill and needs immediate medical attention. **Not covered**
- PHW1.5.14 Describe the importance of seeking help and treatment for common infectious diseases. **Grade 3, Lesson 6**
- PHW1.5.15 Describe how food-borne and water-borne illnesses can spread at school or in the community. **Grade 3, Lesson 6**
- PHW1.5.16 Describe how germs can spread from direct and indirect person-to-person contact. **Grade 3, Lesson 6**
- PHW1.5.17 Describe how to keep food and water safe from harmful germs. **Covered in Middle and High School**
- PHW1.5.18 Explain how hand washing removes germs and chemicals from hands to protect the health of oneself and others. **Grade 3, Lesson 6; Grade 4, Lesson 7; Grade 5, Lesson 6 [covered but not an objective]**
- PHW1.5.19 Explain how alcohol-based hand rubs and sanitizers work and when and how to properly and safely use them. **Grade 3, Lesson 6 [covered briefly but not an objective]**
- PHW1.5.20 Explain the difference between cleaning and disinfecting. **Not covered**

Physical Activity

- PA1.5.1 Describe the recommended amount of physical activity for children. **Grade 3, Lesson 22; Grade 4, Lesson 18; Grade 5, Lesson 20**
- PA1.5.2 Identify ways to increase daily physical activity. **Grade 3, Lesson 22; Grade 5, Lesson 21**
- PA1.5.3 Identify different types of physical activities. **Grade 4, Lesson 18; Grade 5, Lesson 20**
- PA1.5.4 Describe the importance of choosing a variety of ways to be physically active. **Grade 4, Lesson 18; Grade 5, Lesson 21**
- PA1.5.5 Explain positive outcomes for being physically active and the importance of selecting appropriate, enjoyable activities. **Grade 3, Lesson 22; Grade 4, Lesson 18; Grade 5, Lesson 21**
- PA1.5.6 Identify short-term and long-term benefits of moderate and vigorous physical activity, such as improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases. **Grade 5, Lesson 20**

(Continued)

Physical Activity (continued)

- PA1.5.7 Identify warm up activities to help prevent injury during physical activity. **Grade 5, Lesson 20**
- PA1.5.8 Describe the benefits of drinking water before, during, and after physical activity. **Grade 3, Lesson 18**
- PA1.5.9 Identify safety precautions for participating in various physical activities in different kinds of weather and climates. **Grade 4, Lesson 11, Lesson 12 [covered within safety during recreation objective]**
- PA1.5.10 Identify equipment needed for protection in sports and recreational activities, such as mouthpieces, pads, and helmets. **Grade 4, Lesson 11, Lesson 12 [covered within safety during recreation objective]**

Safety/Injury Prevention

- S1.5.1 Explain how injuries can be prevented. **Grade 3, Lesson 9; Grade 4, Lesson 12**
- S1.5.2 List examples of dangerous or risky behaviors. **Grade 4, Lesson 10**
- S1.5.3 Identify ways to reduce risk of injuries while riding in a motor vehicle. **Grade 3, Lesson 10; Grade 4, Lesson 12 [covered within safety in traffic objective]**
- S1.5.4 Describe how to ride a bike, skateboard, scooter, and/or use inline skates. **Grade 3, Lesson 10; Grade 4, Lesson 11, Lesson 12**
- S1.5.5 Identify when it is important to wear a helmet and/or other appropriate protective gear when participating in sports or other physical activity. **Grade 3, Lesson 9, Lesson 10; Grade 4, Lesson 12 [covered within safety in traffic objective]**
- S1.5.6 Identify ways to reduce risk of injuries in case of a fire. **Grade 3, Lesson 10; Grade 4, Lesson 12 [covered within safety at home objective]**
- S1.5.7 Identify ways to reduce risk of injuries around water. **Grade 3, Lesson 10; Grade 4, Lesson 12 [covered within safety during recreation objective]**
- S1.5.8 Identify ways to reduce injury from falls. **Grade 4, Lesson 12 [covered within safety at home objective]**
- S1.5.9 Identify ways to protect vision or hearing from injury. **Grade 4, Lesson 8**
- S1.5.10 Identify ways to reduce injuries from firearms. **Grade 3, Lesson 10; Grade 4, Lesson 12 [can be covered within safety at home objective]**
- S1.5.11 Identify ways to reduce injuries as a pedestrian. **Grade 3, Lesson 10; Grade 4, Lesson 12 [covered within safety in traffic objective]**
- S1.5.12 Identify safety precautions for playing and working outdoors in different kinds of weather and climates. **Grade 4, Lesson 11, Lesson 12 [covered within safety during recreation objective]**
- S1.5.13 Identify ways to reduce risk of injuries from animal and insect bites and stings. **Grade 4, Lesson 12 [covered within safety at home objective]**
- S1.5.14 List ways to prevent injuries at home. **Grade 4, Lesson 11, Lesson 12**
- S1.5.15 Describe how to avoid injuries when preparing food or cooking. **Grade 4, Lesson 11, Lesson 12 [covered within safety at home objective]**
- S1.5.16 Explain why household products are harmful if ingested or inhaled. **Grade 4, Lesson 11, Lesson 12 [covered within safety at home objective]**
- S1.5.17 List ways to prevent injuries in the community. **Grade 4, Lesson 11**
- S1.5.18 List ways to prevent injuries at school. **Grade 4, Lesson 11**
- S1.5.19 Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self and others. **Not covered**
- S1.5.20 Explain what to do if someone is poisoned or injured and needs help. **Not covered**
- S1.5.21 Identify ways to encourage others to reduce risk of injuries and stay safe. **Grade 3, Lesson 10, Lesson 11**

Sexual Health

- SH1.5.1 Describe the physical, cognitive, emotional, and social changes that occur during puberty. **Grade 4, Lesson 25; Grade 5, Lesson 33**
- SH1.5.2 Explain how puberty and development can vary greatly and still be normal. **Grade 4, Lesson 26; Grade 5, Lesson 33, Lesson 34, Lesson 35**
- SH1.5.3 Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and some people have a vagina). **Grade 5, Lesson 34 [boys], Lesson 35 [girls], Alternate Lesson 34/35 [gender-neutral option]**
- SH1.5.4 Define gender identity and expression. **Grade 5, Lesson 36 [covered but not an objective]**
- SH1.5.5 Explain the difference between sex assigned at birth and gender identity and expression. **Grade 5, Lesson 36 [covered but not an objective]**
- SH1.5.6 Describe gender roles and expectations and how they can influence relationships. **Grade 5, Lesson 36 [addressed slightly, but not an objective]**
- SH1.5.7 Define sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). **Covered in Middle and High School**
- SH1.5.8 Describe the differences between sexual orientation and gender identity and expression. **Covered in Middle and High School**
- SH1.5.9 Describe personal characteristics related to sexual identity, orientation, and gender that make people different from one another. **Grade 5, Lesson 36 [gender/gender identity only]**
- SH1.5.10 Identify characteristics of healthy relationships. **Grade 5, Lesson 2**
- SH1.5.11 Describe the benefits of healthy family or caregiver relationships. **Grade 3, Lesson 3; Grade 5, Lesson 2**
- SH1.5.12 Describe the benefits of healthy peer relationships. **Grade 3, Lesson 4; Grade 5, Lesson 2**
- SH1.5.13 List healthy ways to express affection, love, and friendship. **Grade 3, Lesson 2, Lesson 4**
- SH1.5.14 Identify characteristics of a responsible family member or caregiver. **Grade 3, Lesson 3; Grade 5, Lesson 33**
- SH1.5.15 Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). **Grade 3, Lesson 3 [covered but not an objective]**
- SH1.5.16 Summarize why it is wrong to tease or bully others based on gender identity, sexual orientation, or other personal characteristics (e.g., sex, race, ethnicity, culture, appearance, abilities, mannerisms, the way one dresses or acts). **Grade 5, Lesson 36 [focus is on gender identity and gender roles]**
- SH1.5.17 Describe consent and its importance in all relationships. **Covered in Middle and High School**
- SH1.5.18 Describe how to say ‘yes’ and ‘no’ to people, behaviors, or situations that could make one feel uncomfortable or unsafe. **Grade 3, Lesson 16, Lesson 29; Grade 4, Lesson 13; Grade 5, Lesson 28 [covered but not an objective]**
- SH1.5.19 Describe ways that common infectious diseases are transmitted. **Grade 3, Lesson 6**
- SH1.5.20 Describe ways to prevent the spread of germs that cause infectious diseases. **Grade 3, Lesson 6**
- SH1.5.21 Explain that HIV is not easily transmitted like other common infectious diseases. **Covered in Middle and High School**

Tobacco

- T1.5.1 Identify short- and long-term health effects of using tobacco products, including e-cigarettes or vaping products. **Grade 3, Lesson 25; Grade 4, Lesson 20**
- T1.5.2 Describe the benefits of abstaining from or discontinuing tobacco use. **Grade 3, Lesson 25; Grade 4, Lesson 20, Lesson 24**
- T1.5.3 Explain the dangers of experimenting with tobacco. **Grade 4, Lesson 20**
- T1.5.4 Describe family rules about avoiding tobacco use, including smoke-free rules in the home and vehicles. **Grade 3, Lesson 28**

(Continued)

Tobacco (continued)

- T1.5.5 Identify short- and long-term health effects of being exposed to secondhand smoke and aerosol. **Grade 3, Lesson 25**
- T1.5.6 Identify common places where exposure to secondhand smoke and aerosol occurs. **Can be included in Grade 3, Lesson 25 and/or Grade 4, Lesson 20**
- T1.5.7 Identify environmental impacts of tobacco product waste (e.g., litter). **Not covered; could be included in Grade 3, Lesson 25 and/or Grade 4, Lesson 20**
- T1.5.8 Identify the effects of tobacco use on social relationships. **Grade 4, Lesson 20 [covered but not an objective]**
- T1.5.9 Explain that tobacco use is an addiction that can be treated. **Grade 4, Lesson 20**
- T1.5.10 Describe how to support family and friends who are trying to stop using tobacco. **Covered in High School**

Violence Prevention

- V1.5.1 Explain ways to identify and label emotions. **Grade 3, Lesson 2**
- V1.5.2 Explain that anger and related emotions (e.g., fear, shame, guilt) are normal. **Grade 4, Lesson 5 [covered but not an objective]**
- V1.5.3 Identify nonviolent ways to manage anger. **Grade 4, Lesson 5**
- V1.5.4 Identify health-enhancing ways to express and deal with emotions. **Grade 3, Lesson 2; Grade 4, Lesson 4, Lesson 6**
- V1.5.5 Identify examples of self-control. **Grade 4, Lesson 5**
- V1.5.6 Describe the difference between bullying and teasing. **Grade 3, Lesson 14; Grade 5, Lesson 7**
- V1.5.7 Describe prejudice, discrimination, and bias. **Covered in Middle and High School**
- V1.5.8 Explain why it is wrong to tease or bully others based on personal characteristics. **Grade 3, Lesson 14; Grade 5, Lesson 7, Lesson 36**
- V1.5.9 Describe what to do if oneself or someone else is being bullied. **Grade 3, Lesson 14; Grade 5, Lesson 9**
- V1.5.10 Identify examples of prosocial behaviors (e.g., using nonviolent conflict resolution, helping others, being respectful of others, and cooperation) that help prevent violence. **Grade 4, Lesson 14**
- V1.5.11 Identify examples of ways to be a good friend. **Grade 3, Lesson 4 [covered but not an objective]**
- V1.5.12 Identify examples of dangerous or risky behaviors that might lead to injuries. **Grade 4, Lesson 10**
- V1.5.13 Identify situations that might lead to violence. **Grade 5, Lesson 10**
- V1.5.14 Recognize techniques used to coerce or pressure someone to use violence. **Grade 5, Lesson 11**
- V1.5.15 Describe how participation in gangs can lead to violence. **Grade 5, Lesson 10**
- V1.5.16 Explain the difference between tattling and reporting aggression, bullying or violence. **Grade 3, Lesson 14**
- V1.5.17 Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders. **Grade 5, Lesson 8, Lesson 11**
- V1.5.18 Identify strategies to avoid physical fighting and violence. **Grade 5, Lesson 12**
- V1.5.19 Describe the benefits of using nonviolent means to solve interpersonal conflict. **Grade 4, Lesson 14**
- V1.5.20 Describe ways to appropriately communicate with others to resolve conflict. **Grade 4, Lesson 15**
- V1.5.21 Distinguish between wanted and unwanted touch. **Grade 3, Lesson 16**
- V1.5.22 Explain that unwanted or inappropriate touches should be reported to a trusted adult. **Grade 3, Lesson 16**
- V1.5.23 Explain why it is not a child's fault if someone touches them in an unwanted or inappropriate way. **Grade 3, Lesson 16**
- V1.5.24 Explain that everyone has the right to tell others not to touch their body. **Grade 3, Lesson 16**
- V1.5.25 Explain the importance of telling an adult if someone is in danger of hurting themselves or others. **Grade 5, Lesson 13**

Lesson Objectives with HECAT & NHES Correlations

Grade 3



Lesson 1: Being Healthy in Many Ways

1. Explain what it means to be mentally and emotionally healthy. (MEH1.5.7)
2. Identify characteristics of a mentally and emotionally healthy person. (MEH1.5.8)
3. Identify role models who demonstrate positive emotional health. (MEH1.5.9)

NHES Performance Indicators: 1.5.1, 1.5.2; 3.5.2

Lesson 2: Expressing Feelings in Healthy Ways

1. Describe the relationship between feelings and behavior. (MEH1.5.4)
2. Describe appropriate ways to express and deal with emotions. (MEH1.5.5)
3. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
4. Identify a parent or other trusted adult to talk with about feelings. (MEH1.5.17)
5. Explain the importance of talking with parents and other trusted adults about feelings. (MEH1.5.18)

NHES Performance Indicators: 1.5.1

Lesson 3: Getting Along with Family

1. Describe the benefits of healthy family relationships. (SH1.5.11)
2. Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). (MEH1.5.23)
3. Identify characteristics of a responsible family member. (SH1.5.14)

NHES Performance Indicators: 1.5.1; 2.5.1

Lesson 4: Getting Along with Friends

1. Describe the benefits of healthy peer relationships. (SH1.5.12)
2. Describe healthy ways to express affection, love, friendship, and concern. (MEH1.5.21)
3. Explain the importance of respecting the personal space and boundaries of others.
4. Demonstrate effective verbal and nonverbal communication skills. (MEH4.5.1)

NHES Performance Indicators: 1.5.1; 2.5.3; 4.5.1; 7.5.2

Lesson 5: Valuing Self and Others

1. Describe how people are similar and different.
2. Identify characteristics that make people unique or special. (MEH1.5.26)
3. Identify characteristics of someone who has self-respect.

NHES Performance Indicators: 1.5.1

Lesson 6: Avoiding Germs to Stay Healthy

1. Describe ways that common infectious diseases are transmitted. (PHW1.5.9)
2. Describe ways to prevent the spread of germs that cause infectious diseases. (PHW1.5.10)
3. Explain how handwashing and covering a cough and sneeze are effective ways to prevent many infectious diseases. (PHW1.5.18)
4. Describe the importance of seeking help and treatment for common infectious diseases. (PHW1.5.14)

NHES Performance Indicators: 1.5.1; 7.5.3

Lesson 7: Helping Everyone Avoid Germs

1. Give factual information to improve the personal health and wellness of others. (PHW8.5.1)
2. State personal beliefs to improve the personal health and wellness of others. (PHW8.5.2)
3. Demonstrate how to persuade others to make positive personal health and wellness-related choices. (PHW8.5.3)

NHES Performance Indicators: 1.5.1; 8.5.1, 8.5.2

Lesson 8: Using Medicines in Safe Ways

1. Describe symptoms that occur when a person is sick. (PHW1.5.11)
2. Explain how to use medicines correctly. (AOD1.5.4)
3. Explain the benefits of medicines when used correctly. (AOD1.5.3)
4. Describe potential risks associated with inappropriate use of medicines. (AOD1.5.5, AOD1.5.6)

NHES Performance Indicators: 1.5.1, 1.5.5

Lesson 9: Being Safety Smart

1. Explain what *being safe* means.
2. Explain how injuries can be prevented. (S1.5.1)
3. Identify basic safety rules for a variety of common situations and activities.

NHES Performance Indicators: 1.5.3, 1.5.4; 7.5.1

Lesson 10: Teaching Others to Be Safety Smart

1. Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely. (S1.5.4)
2. Identify ways to reduce injuries as a pedestrian. (S1.5.11)
3. Identify ways to reduce risk of injuries while riding in a motor vehicle. (S1.5.3)
4. Identify ways to reduce risk of injuries around water. (S1.5.7)
5. Identify ways to reduce risk of injuries in case of a fire. (S1.5.6)
6. Identify ways to reduce injuries from firearms. (S1.5.10)

NHES Performance Indicators: 1.5.3, 1.5.4; 8.5.1

Lesson 11: Safety-Smart Presentations

1. Give factual information to improve the safety and injury prevention of others. (S8.5.1)
2. State personal beliefs to improve safety and injury prevention of others. (S8.5.2)
3. Demonstrate how to persuade others to make choices to promote safety and avoid or reduce injury. (S8.5.3)
4. Describe practices that promote safety and reduce or prevent injuries. (S7.5.1)

NHES Performance Indicators: 1.5.3, 1.5.4; 7.5.1; 8.5.1, 8.5.2

Lesson Objectives with HECAT & NHES Correlations

Grade 3 (continued)

Lesson 12: Setting My Goal to Be Safety Smart

1. Set a realistic personal goal to avoid or reduce injury. (S6.5.1)
2. Identify resources that can help achieve a personal goal to avoid or reduce injury. (S6.5.3)
3. Track progress toward achieving a personal goal to avoid or reduce injury. (S6.5.2)

NHES Performance Indicators: 6.5.1, 6.5.2; 7.5.3

Lesson 13: Assessing Situations & Making Safe Choices

1. Describe safe situations.
2. Identify situations which need a decision related to staying safe. (S5.5.1)
3. Identify options and their potential outcomes when making a decision related to safety. (S5.5.4)
4. Decide whether help is needed to make a decision related to safety. (S5.5.2)
5. Choose a healthy option when making a decision related to safety. (S5.5.5)

NHES Performance Indicators: 1.5.3; 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5

Lesson 14: Bullying: Myths and Facts

1. Describe the difference between bullying and teasing. (V1.5.6)
2. Explain why it is wrong to bully others. (V1.5.8)
3. Describe the difference between tattling and reporting bullying. (V1.5.16)
4. Describe what to do if they or someone else were being bullied. (V1.5.9)

NHES Performance Indicators: 1.5.3; 2.5.6; 7.5.1

Lesson 15: Preventing and Reporting Bullying

1. Demonstrate how to effectively ask for help to prevent bullying. (V4.5.5)
2. Demonstrate how to persuade others to prevent bullying. (V8.5.3)

NHES Performance Indicators: 1.5.3; 2.5.4; 4.5.4; 8.5.1, 8.5.2

Lesson 16: Dealing with Inappropriate Touch

1. Distinguish between safe, unsafe and secret touches. (V1.5.21)
2. Explain that unsafe and secret touches should be reported to a trusted adult. (V1.5.22)
3. Explain why it's not children's fault if someone touches them in an inappropriate way. (V1.5.23)
4. Explain that children have the right to tell others not to touch their bodies. (V1.5.24)
5. Demonstrate how to effectively ask for help if they are touched in an inappropriate way. (V4.5.5)

NHES Performance Indicators: 1.5.4; 4.5.2, 4.5.4; 7.5.3

Lesson 17: My Healthy Food Choices

1. Explain body signals that tell people when they are hungry and when they are full. (FN1.5.16)
2. Describe the benefits of healthy eating. (FN1.5.15)
3. Identify foods that are high in fat and low in fat. (FN1.5.8)
4. Identify foods that are high in added sugars. (FN1.5.8)
5. Identify foods that are high in sodium. (FN1.5.8)
6. Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium. (FN1.5.10)

NHES Performance Indicators: 1.5.1

Lesson 18: Water and Other Healthy Drink Choices

1. Identify nutritious and non-nutritious beverages. (FN1.5.7)
2. Describe the benefits of drinking plenty of water, including before, during and after physical activity. (FN1.5.6, PA1.5.8)
3. Assess and make a plan to maintain or improve their water-drinking habits. (FN7.5.3)

NHES Performance Indicators: 1.5.1; 7.5.2

Lesson 19: Eat Breakfast Every Day

1. Explain why breakfast should be eaten every day. (FN1.5.12)
2. Illustrate a healthy breakfast.
3. Explain the benefits of eating a healthy breakfast.

NHES Performance Indicators: 1.5.1

Lesson 20: Eat 5 a Day

1. Describe the benefits of eating plenty of fruits and vegetables. (FN1.5.4)

NHES Performance Indicators: 1.5.1

Lesson 21: Food Choices and Influences

1. Illustrate a favorite meal.
2. Identify and describe how relevant influences of family and culture affect personal food choices. (FN2.5.1, FN2.5.4)
3. Identify and describe how relevant influences of peers affect food choices and other eating practices and behaviors. (FN2.5.2, FN2.5.8)
4. Identify and describe how relevant influences of media (e.g., advertising) affect food choices. (FN2.5.6)

NHES Performance Indicators: 1.5.1; 2.5.1, 2.5.2, 2.5.3, 2.5.5

Lesson 22: My Goal to Eat Healthy

1. Set a realistic personal goal related to improving healthy eating. (FN6.5.1)
2. Identify resources that can help achieve a personal goal to improve healthy eating. (FN6.5.3)
3. Track progress toward achieving a personal goal to improve healthy eating. (FN6.5.2)

NHES Performance Indicators: 1.5.1; 6.5.1, 6.5.2; 7.5.2

Lesson 23: Move More, Sit Less

1. Assess how much they move each day.
2. Describe the recommended amount of physical activity for children. (PA1.5.1)
3. Identify ways to increase daily physical activity. (PA1.5.2)
4. Explain positive outcomes for being physically active. (PA1.5.5)

NHES Performance Indicators: 1.5.1

Lesson 24: My Goal to Move More

1. Set a realistic personal goal related to improving physical activity behaviors. (PA6.5.1)
2. Track progress toward achieving a personal goal to improve physical activity behaviors. (PA6.5.2)
3. Identify resources that can help achieve a personal goal to improve physical activity behaviors. (PA6.5.3)

NHES Performance Indicators: 1.5.1; 6.5.1, 6.5.2; 7.5.2

Lesson Objectives with HECAT & NHES Correlations

Grade 3 (continued)

Lesson 25: Tobacco and Alcohol Are Dangerous Drugs

1. Explain the difference between medicines and illicit drugs. (AOD1.5.8)
2. Identify short- and long-term effects of alcohol use. (AOD1.5.10)
1. Identify short- and long-term physical effects of using tobacco. (T1.5.1)
2. Explain the short- and long-term physical effects of being exposed to others' tobacco use. (T1.5.5)
3. Describe benefits of being tobacco and alcohol free. (T1.5.2)

NHES Performance Indicators:
1.5.1

Lesson 26: Choosing to Be Tobacco and Alcohol Free

1. Identify situations which need a decision related to alcohol or tobacco use. (AOD5.5.1)
2. Identify options and their potential outcomes when making a decision related to alcohol or tobacco use. (AOD5.5.4)
3. Choose a healthy option when making a decision about alcohol or tobacco use. (AOD5.5.5)
4. Describe the final outcome of a decision related to alcohol or tobacco use. (AOD5.5.6)

NHES Performance Indicators:
1.5.1; 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6

Lesson 27: The Pressure Cooker

1. Describe what people say and do when they pressure others.
2. Describe how they feel when they are pressured by their friends.

NHES Performance Indicators:
1.5.1; 2.5.3

Lesson 28: Where Does Pressure Come From?

1. Identify ways peers can influence or pressure someone to use tobacco and alcohol. (AOD2.5.2, T2.5.2)
2. Identify media influences on the use of tobacco and alcohol. (AOD2.5.6, T2.5.6)
3. Identify internal influences on the use of tobacco and alcohol.
4. List reasons young people choose not to use tobacco and alcohol.
5. Describe family rules about avoiding tobacco and alcohol use (T1.5.4, AOD1.5.11)

NHES Performance Indicators:
1.5.1; 2.5.3, 2.5.5

Lesson 29: Turning Off the Pressure

1. Demonstrate effective peer resistance skills to avoid tobacco, alcohol and other drug use. (T4.5.3, AOD4.5.2)
2. Support peers to be tobacco and alcohol free. (T8.5.3, AOD8.5.3)

NHES Performance Indicators:
4.5.1, 4.5.2; 7.5.3; 8.5.2

Grade 4



Lesson 1: What Is Stress?

1. Define stress.
2. List physical and emotional reactions to stress.

NHES Performance Indicators:
1.5.1

Lesson 2: What Causes Stress?

1. Identify personal stressors at home, in school, and with friends. (MEH1.5.12)
2. Identify possible causes and effects of long-term stress. (MEH1.5.12)

NHES Performance Indicators:
1.5.1

Lesson 3: Dealing with Stress in Healthy Ways

1. Identify positive and negative ways of dealing with stress and anxiety.
2. Identify personal stressors and suggest stress-management techniques for dealing with them. (MEH1.5.14)
3. Demonstrate techniques for dealing with stress in healthy ways. (MEH7.5.2)

NHES Performance Indicators:
1.5.1, 1.5.4; 7.5.3

Lesson 4: Troublesome Feelings & Signals for Support

1. Identify feelings and emotions associated with loss and grief. (MEH1.5.3)
2. Explain the importance of talking with parents and other trusted adults about feelings. (MEH1.5.18)
3. Identify feelings, thoughts and actions for which someone should seek help.

NHES Performance Indicators:
1.5.1; 7.5.1

Lesson Objectives with HECAT & NHES Correlations

Grade 4 (continued)

Lesson 5: Self-Control for Troublesome Feelings

1. Describe self-control and how it can benefit mental and emotional health. (MEH1.5.16)
2. Identify nonviolent ways to manage anger and other troublesome feelings. (V1.5.3)
3. Demonstrate self-control techniques. (MEH7.5.1, V7.5.2)

NHES Performance Indicators: 1.5.1; 7.5.3

Lesson 6: Getting Help for Troublesome Feelings

1. Describe appropriate ways to express and deal with emotions. (MEH1.5.5)
2. Explain the importance of talking with parents and other trusted adults about feelings. (MEH1.5.18)
3. Identify parents and other trusted adults to talk with about feelings. (MEH1.5.17)
4. Demonstrate how to effectively ask for help with troublesome feelings to improve mental and emotional health. (MEH4.5.5)

NHES Performance Indicators: 1.5.1; 3.5.2; 4.5.4

Lesson 7: Habits for Good Health

1. Describe the benefits of personal health care practices such as tooth brushing and flossing, washing hair and bathing regularly. (PHW1.5.1)
2. Explain why sleep and rest are important for proper growth and good health. (PHW1.5.2)
3. Describe ways to prevent harmful effects of the sun. (PHW1.5.7)
4. Describe ways to prevent the spread of germs that cause infectious diseases. (PHW1.5.10)

NHES Performance Indicators: 1.5.1

Lesson 8: Protecting My Eyes and Ears

1. Explain how hearing can be damaged by loud sounds. (PHW1.5.3)
2. Describe how vision can be damaged. (PHW1.5.4)
3. Describe ways to prevent vision or hearing damage. (PHW1.5.5)

NHES Performance Indicators: 1.5.1, 1.5.4

Lesson 9: My Healthy Habit Goal

1. Set a realistic goal to improve a personal health and wellness-related practice. (PHW6.5.1)
2. Track progress toward achieving a personal health and wellness-related goal. (PHW6.5.2)
3. Identify resources that can help achieve a personal health and wellness-related goal. (PHW6.5.3)

NHES Performance Indicators: 1.5.1; 6.5.1, 6.5.2; 7.5.2

Lesson 10: Understanding Risk Taking

1. Identify reasons people take risks.
2. Explain the difference between good risks and bad risks.
3. List examples of dangerous or risky behaviors that might lead to injuries. (S1.5.2)

NHES Performance Indicators: 1.5.1, 1.5.4

Lesson 11: Staying Safe at Home, at School and in the Community

1. List ways to prevent injuries at home. (S1.5.14)
2. List ways to prevent injuries at school. (S1.5.18)
3. List ways to prevent injuries in the community. (S1.5.17)
4. Explain why household products are harmful if ingested or inhaled. (S1.5.16)
5. Identify safety precautions for playing outdoors in different kinds of weather and climates. (S1.5.12, PA1.5.9)
6. Identify equipment needed for protection in sports and recreational activities. (PA1.5.10)

NHES Performance Indicators: 1.5.3, 1.5.4; 2.5.4

Lesson 12: Assessing My Risks

1. Assess their personal safety practices.
2. Explain how injuries can be prevented. (S1.5.1)
3. Identify ways to reduce risk of injuries in traffic, including staying safe as a pedestrian or passenger and when riding a bicycle, scooter or skateboard. (S1.5.3, S1.5.4, S1.5.11)
4. Identify ways to reduce risk of injuries during sports and recreational activity, including water safety, use of safety equipment and precautions based on climate or weather. (S1.5.7, S1.5.12, PA1.5.9, PA1.5.10)
5. Identify ways to reduce risk of injuries at home, including taking precautions against falls, fires, animal bites and poisoning. (S1.5.3, S1.5.4, S1.5.6, S1.5.8, S1.5.16)

NHES Performance Indicators: 1.5.1, 1.5.4; 7.5.1

Lesson 13: You Can Resist Peer Pressure and Dares

1. Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury by refusing dares. (S4.5.1)
2. Demonstrate effective peer resistance skills to avoid or reduce injury by refusing dares. (S4.5.2)

NHES Performance Indicators: 1.5.1; 2.5.3; 4.5.2; 7.5.3

Lesson 14: Responding to Conflict

1. Describe the benefits of using nonviolent means to solve interpersonal conflict. (V1.5.19)
2. Describe examples of pro-social behaviors that help prevent conflict. (V1.5.10)
3. Determine if conflicts are simple or serious.
4. Decide when a conflict needs adult attention.
5. Propose safe, peaceful and fair ways to deal with conflict. (V7.2.1)

NHES Performance Indicators: 1.5.1, 1.5.4; 4.5.3; 5.5.1, 5.5.2

Lesson 15: Conflict Resolution Skills

1. Demonstrate healthy ways to manage or resolve conflict. (V4.5.4)
2. Demonstrate how to effectively ask for adult help with serious conflicts. (V4.5.5)

NHES Performance Indicators: 1.5.4; 4.5.3, 4.5.4; 7.5.3

Lesson 16: Eating Healthy: The Big Picture View

1. Name the food groups and variety of nutritious food choices for each food group. (FN1.5.2)

NHES Performance Indicators: 1.5.1

Lesson Objectives with HECAT & NHES Correlations

Grade 4 (continued)

Lesson 17: Foods Help Your Body in Different Ways

1. Identify the amount of food from each food group that a child needs daily.
2. Identify the jobs different foods do for the body.
3. Describe the benefits of eating plenty of fruits and vegetables. (FN1.5.4)
4. Explain the importance of eating a variety of foods from all the food groups. (HE1.5.5)

NHES Performance Indicators: 1.5.1

Lesson 18: Being Active Every Day

1. Describe the recommended amount of physical activity for children. (PA1.5.1)
2. Identify different types of physical activities. (PA1.5.3)
3. Describe the importance of choosing a variety of ways to be physically active. (PA1.5.4)
4. Explain positive outcomes from being physically active. (PA1.5.5)

NHES Performance Indicators: 1.5.1

Lesson 19: My Daily Food and Activity Goal

1. Set a realistic personal goal related to improving healthy eating or physical activity behaviors. (FN6.5.1, PA6.5.1)
2. Track progress toward achieving a personal goal to improve healthy eating or physical activity behaviors. (FN6.5.2, PA6.5.2)
3. Identify resources that can help achieve a personal goal to improve healthy eating or physical activity behaviors. (FN6.5.3, PA6.5.3)

NHES Performance Indicators: 1.5.1; 6.5.1, 6.5.2; 7.5.2

Lesson 20: Reasons to Stay Tobacco and Alcohol Free

1. Identify short- and long-term effects of tobacco and alcohol use. (AOD1.5.10, T1.5.1)
2. Explain the dangers of experimenting with tobacco and alcohol. (T1.5.3)
3. Describe the benefits of not using tobacco and alcohol. (T1.5.2)
4. Explain that tobacco use is an addiction (T1.5.9)
5. Access sources of accurate health information about tobacco and alcohol (T3.5.2)
6. Support peers in choosing to be tobacco and alcohol free.

NHES Performance Indicators: 1.5.1; 3.5.1, 3.5.2; 8.5.1, 8.5.2

Lesson 21: What Influences Tobacco and Alcohol Use?

1. Describe how relevant influences of family affect practices and behaviors related to alcohol and tobacco use. (AOD2.5.4, T2.5.4)
2. Describe how relevant influences of media (e.g., advertising) affect practices and behaviors related to alcohol and tobacco use. (AOD2.5.6, T2.5.6)
3. Describe how relevant influences of peers affect practices and behaviors related to alcohol use. (AOD2.5.7, T2.5.7)

NHES Performance Indicators: 1.5.1; 2.5.1, 2.5.2, 2.5.3, 2.5.5

Lesson 22: Saying NO Takes Practice

1. Explain reasons for being tobacco and alcohol free.
2. Demonstrate effective verbal and nonverbal communication skills to avoid alcohol and tobacco use. (AOD4.5.2, T4.5.3)

NHES Performance Indicators: 4.5.2

Lesson 23: Practicing How to Say NO

1. Demonstrate effective verbal and nonverbal communication skills to avoid alcohol and tobacco use. (AOD4.5.2, T4.5.3)
- NHES Performance Indicators: 4.5.2; 7.5.3

Lesson 24: Take It from Me—Be Drug Free!

1. Give factual information about the benefits of being tobacco and alcohol free. (AOD8.5.1, T1.5.2, T8.5.1)
2. State personal beliefs about the dangers related to tobacco and alcohol use. (AOD8.5.2, T8.5.2)
3. Demonstrate how to persuade others to be tobacco and alcohol free (AOD8.5.3, T8.5.3)

NHES Performance Indicators: 8.5.1, 8.5.2

Lesson 25: Thinking About Growing and Changing

1. Describe the physical, social, and emotional changes that occur during puberty. (SH1.5.1)

NHES Performance Indicators: 1.5.1; 8.5.1

Lesson 26: Dealing with Growing Up

1. Explain how puberty and development can vary greatly and still be normal. (SH1.5.2)
2. Demonstrate how to effectively communicate support for peers who are progressing through puberty. (SH4.5.6)

NHES Performance Indicators: 1.5.1; 8.5.1, 8.5.2

Lesson 27: Getting Help with Growing Up and Changing

1. Identify trusted adults to talk to about the changes that occur during puberty.
2. Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty. (SH4.5.5)

NHES Performance Indicators: 3.5.2; 4.5.4

Lesson 28: Decisions for a Healthy Future

1. Identify situations that might require a thoughtful decision. (NHES 5.5.1)
2. Analyze when assistance is needed in making a decision. (NHES 5.5.2)
3. List healthy options to issues or problems. (NHES 5.5.3)
4. Predict the potential outcomes of each option when making a decision. (NHES 5.5.4)
5. Choose a healthy option when making a decision. (NHES 5.5.5)

NHES Performance Indicators: 1.5.1; 5.5.1, 5.5.21, 5.5.3, 5.5.4, 5.5.5

Lesson Objectives with HECAT & NHES Correlations

Grade 5



Lesson 1: Being Emotionally Healthy

1. Identify characteristics of a mentally and emotionally healthy person. (MEH 1.5.8)
2. Explain what it means to be mentally or emotionally healthy. (MEH 1.5.7)
3. Identify role models who demonstrate positive emotional health. (MEH1.5.9)

NHES Performance Indicators: 1.5.1, 1.5.2

Lesson 2: Building Healthy Relationships

1. Identify characteristics of healthy relationships. (SH1.5.10)
2. Describe the benefits of healthy family relationships. (SH1.5.11)
3. Describe the benefits of healthy peer relationships. (SH1.5.12)
4. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.

NHES Performance Indicators: 1.5.1, 2.5.1, 2.5.3

Lesson 3: Respectful Communication

1. Identify elements of respectful communication.
2. Demonstrate effective verbal and nonverbal communication skills. (MEH4.5.1)

NHES Performance Indicators: 4.5.1; 7.5.2

Lesson 4: Getting Accurate Health Information

1. Describe characteristics of accurate personal health and wellness information. (PHW 3.5.1)
2. Demonstrate how to locate sources of accurate personal health and wellness information. (PHW 3.5.4)

NHES Performance Indicators: 1.5.1; 3.5.1, 3.5.2

Lesson 5: Understanding Chronic Disease

1. Explain the difference between infectious diseases and non-infectious diseases. (PHW1.5.8)
2. Access sources of accurate information about common chronic diseases. (PHW3.5.4)
3. *Optional:* Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy. (PHW1.5.12)

NHES Performance Indicators: 1.5.1; 3.5.2

Lesson 6: Protecting My Health Now and in the Future

1. Identify lifestyle choices that can help prevent infectious and chronic disease.
2. Describe values that promote healthy behaviors.
3. Assess personal health and wellness-related practices.

NHES Performance Indicators: 1.5.1; 7.5.2

Lesson 7: Understanding Bullying & Cyberbullying

1. Describe the difference between bullying and teasing (V1.5.6)
2. Identify reasons people bully others.
3. Explain why it's wrong to tease or bully others based on personal characteristics. (V1.5.8)

NHES Performance Indicators: 1.5.1; 2.5.3; 2.5.6

Lesson 8: Bullying: Feelings & Consequences

1. Identify consequences of bullying to perpetrators, victims and bystanders. (V1.5.17)

NHES Performance Indicators: 1.5.1; 2.5.6

Lesson 9: Preventing & Reporting Bullying

1. Describe what to do if oneself or someone else is being bullied. (V1.5.9)
2. Describe practices and behaviors that reduce or prevent bullying violence. (V7.5.1)
3. Advocate for actions to reduce or prevent bullying. (V8.5.2, V8.5.3)

NHES Performance Indicators: 1.5.4; 2.5.4; 7.5.3; 8.5.1, 8.5.2

Lesson 10: Understanding Fights

1. Identify situations that might lead to fighting. (V1.5.13)
2. Identify reasons for not fighting.
3. Describe how participation in gangs can lead to fighting (V1.5.15)

NHES Performance Indicators: 1.5.4

Lesson 11: Fights: Feelings & Consequences

1. Identify consequences of fighting. (V1.5.17)
2. Recognize ways peers might manipulate or encourage someone to fight. (V1.5.14, V2.5.2)

NHES Performance Indicators: 1.5.1, 1.5.4; 2.5.3

Lesson 12: Preventing & Avoiding Fights

1. Identify strategies to avoid physical fighting. (V1.5.18)
2. Describe practices and behaviors that reduce or prevent violence. (V7.5.1)
3. Determine the difference between simple conflict and serious trouble.

NHES Performance Indicators: 1.5.4; 5.5.1, 5.5.2; 7.5.3

Lesson 13: When Friends Need Help

1. Explain the importance of telling an adult if someone is in danger of hurting themselves or others. (V1.5.25)

NHES Performance Indicators: 1.5.1; 3.5.2

Lesson 14: Analyzing Media Message & Violence

1. Describe how violence and cruelty in media and technology influence behaviors. (V2.5.6)
2. Use skills for analyzing influences to understand media messages. (V2.5.6)

NHES Performance Indicators: 2.5.5

Lesson 15: Taking a Stand Against Violence

1. Use advocacy skills to take a stand against violence. (V8.5.1, V8.5.2, V8.5.3)

NHES Performance Indicators: 8.5.1, 8.5.2

Lesson Objectives with HECAT & NHES Correlations

Grade 5 (continued)

Lesson 16: Using the HealthSmart Guidelines for Healthy Eating

1. Name the food groups and a variety of nutritious food choices for each food group. (FN1.5.2)
2. Describe the benefits of eating plenty of fruits and vegetables. (FN1.5.4)
3. Explain the importance of eating a variety of foods from all the food groups. (FN1.5.5)

NHES Performance Indicators: 1.5.1

Lesson 17: Understanding Food Amounts

1. Use self-assessment skills to analyze their current eating habits.
2. Identify the amount of food from each group that a child needs daily.

NHES Performance Indicators: 1.5.1

Lesson 18: Challenges to Healthy Eating: Junk Food

1. Identify foods that are high in fat. (FN1.5.8)
2. Identify foods that are high in added sugars. (FN1.5.7, FN1.5.8)
3. Identify foods that are high in sodium. (FN1.5.8)
4. Describe the benefits of limiting the consumption of solid fat, added sugar and sodium. (FN1.5.10)

NHES Performance Indicators: 1.5.1

Lesson 19: Challenges to Healthy Eating: Fast Foods & Celebrations

1. Describe how relevant influences of family and culture affect personal food choices. (FN2.5.4)
2. Describe how relevant influences of peers affect food choices and other eating practices and behaviors. (FN2.5.8)
3. Identify nutritious and non-nutritious beverages. (FN1.5.7)
4. Describe ways to limit the consumption of solid fat, added sugar and sodium.
5. Demonstrate ways to make healthier food choices at fast-food restaurants. (FN7.5.2)

NHES Performance Indicators: 1.5.1; 2.5.1, 2.5.2, 2.5.3; 7.5.3

Lesson 20: Using the HealthSmart Guidelines for Physical Activity

1. Describe the recommended amount of physical activity for children. (PA1.5.1)
2. Identify different types of physical activity. (PA1.5.3)
3. Identify benefits of physical activity. (PA1.5.6)
4. Identify warm-up and cool-down activities to help prevent injury during physical activity. (PA1.5.7)

NHES Performance Indicators: 1.5.1

Lesson 21: Physical Activity: What's in It for Me?

1. Describe the importance of choosing a variety of ways to be physically active. (PA1.5.4)
2. Explain positive outcomes from being physically active. (PA1.5.5)
3. Identify barriers to being physically active.
4. Identify ways to increase physical activity. (PA1.5.2)

NHES Performance Indicators: 1.5.1

Lesson 22: Healthy Eating & Activity: Setting a Goal

1. Set a realistic personal goal related to improving healthy eating or physical activity behaviors. (FN6.5.1, PA6.5.1)
2. Identify resources that can help achieve a personal goal to improve healthy eating or physical activity behaviors. (FN6.5.3, PA6.5.3)

NHES Performance Indicators: 6.5.1, 6.5.2

Lesson 23: Tracking My Progress

1. Track progress toward achieving a personal goal to improve healthy eating or physical activity behaviors. (FN6.5.2, PA6.5.2)

NHES Performance Indicators: 6.5.1, 6.5.2; 7.5.2

Lesson 24: Consequences of Alcohol Use

1. Identify short- and long-term effects of alcohol use. (AOD1.5.10)
2. Identify family and school rules about alcohol use. (AOD1.5.11)

NHES Performance Indicators: 1.5.1

Lesson 25: Alcohol & Feelings

1. Identify negative consequences of alcohol use. (AOD1.5.9, AOD1.5.10)
2. Explain the relationship between feelings and alcohol use.
3. Describe positive ways to deal with strong feelings without drinking alcohol. (AOD7.5.2)

NHES Performance Indicators: 1.5.1; 7.5.1

Lesson 26: Alcohol & Peers

1. Describe relevant influences of peers on alcohol use. (AOD2.5.2, AOD2.5.7)

NHES Performance Indicators: 1.5.1; 2.5.3; 7.5.1

Lesson 27: Alcohol & the Media

1. Describe how relevant influences of media affect alcohol use. (AOD 2.5.6)
2. Demonstrate how to persuade others to be alcohol free. (AOD8.5.3)

NHES Performance Indicators: 1.5.1; 2.5.5; 8.5.1, 8.5.2

Lesson 28: Saying NO to Alcohol

1. Demonstrate effective verbal and nonverbal communication to avoid alcohol use. (AOD 4.5.2)

NHES Performance Indicators: 4.5.2; 7.5.3

Lesson 29: My Alcohol-Free Choice

1. Identify situations which need a decision related to alcohol-use prevention. (AOD5.5.1)
2. Decide when help is needed and when it is not needed to make a decision to not use alcohol. (AOD5.5.2)
3. Identify options and their potential outcomes when making a decision related to alcohol use. (AOD5.5.4)
4. Choose a healthy option when making a decision about alcohol prevention. (AOD5.5.5)

NHES Performance Indicators: 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6

Lesson Objectives with HECAT & NHES Correlations

Grade 5 (continued)

Lesson 30: My Alcohol-Free Connections & Road Map

1. Analyze personal practices and behaviors that prevent alcohol use. (AOD7.5.1)
2. Explain how family, peers and media influence a decision related to alcohol use. (AOD5.5.3)
3. Identify resources that can help achieve a personal goal to be alcohol free. (AOD6.5.3)
4. Describe the final outcome of a decision to be alcohol free. (AOD5.5.6)
5. Make a commitment to be alcohol free. (AOD7.5.3)

NHES Performance Indicators: 1.5.1; 2.5.1, 2.5.3, 2.5.5; 5.5.6; 6.5.2; 7.5.1

Lesson 31: When Friends & Family Use Alcohol

1. Describe characteristics of appropriate and trustworthy sources of help with family alcohol problems.
2. Demonstrate how to effectively ask for help with family alcohol problems. (AOD4.5.5)

NHES Performance Indicators: 3.5.2; 4.5.4

Lesson 32: Old Me, New Me

1. Use self-assessment skills to identify feelings that are part of puberty.
2. Use self-assessment skills to identify personal changes that are part of puberty.

NHES Performance Indicators: 1.5.1, 1.5.2

Lesson 33: Understanding Puberty & New Responsibilities

1. Describe the physical, social, and emotional changes that occur during puberty. (SH1.5.1)
2. Explain how puberty and development can vary greatly and still be normal. (SH1.5.2)
3. Identify characteristics of a responsible family member. (SH1.5.14)

NHES Performance Indicators: 1.5.1; 2.5.1; 7.5.1

Lesson 34: Understanding a Boy's Body

1. Describe basic reproductive body parts and their functions. (SH1.5.3)
2. Explain how puberty and development can vary greatly and still be normal. (SH1.5.2)

NHES Performance Indicators: 1.5.1

Lesson 35: Understanding a Girl's Body

1. Describe basic reproductive body parts and their functions. (SH1.5.3)
2. Explain how puberty and development can vary greatly and still be normal. (SH1.5.2)

NHES Performance Indicators: 1.5.1

Lesson 36: Gender Roles & Expression

1. Describe the importance of respecting self and others.
2. Explain why a range of gender roles and expressions is acceptable. (SH1.5.9)
3. Summarize why it is wrong to tease or bully others based on personal characteristics (such as gender, appearance, mannerisms, and the way one dresses or acts). (SH1.5.16, V1.5.8)
4. Advocate for respecting how others choose to express themselves around gender. (SH8.5.1)

NHES Performance Indicators: 1.5.3; 2.5.2; 8.5.1, 8.5.2

Lesson 37: Choosing Sexual Abstinence

1. Describe the benefits of being sexually abstinent.

NHES Performance Indicators: 1.5.1, 5.5.6

Lesson 38: Seeking Information & Support

1. Identify sources of accurate information and support for dealing with the physical, emotional and social changes that occur during puberty.

NHES Performance Indicators: 3.5.1, 3.5.2

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