



Utah
Health Correlations
Grades K-5



Kindergarten Health Correlations



Standard	Description	Health Lessons
Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)		
Goal: Students will learn characteristics of a safe and healthy relationship.		
K.HF.1	Identify trusted adults (e.g., parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.	General Health: What Is Healthy Help?
		Responsible Decision Making: Basic Online Safety
		Mental Health and Wellness: When I Feel Worried
		Substance Abuse Prevention: Safe Choices and Trusted Adults
K.HF.2	Describe how to be a good friend, and how to make a friend.	Social Behavior: Making New Friends
		Social Behavior: What are Healthy Relationships?
		The Sun, The Star and The Window (See screen notes.)
K.HF.3	Communicate respectfully with others.	Social Behavior: Learning to Listen
		Social Behavior: Making New Friends
		Social Behavior: What are Healthy Relationships?
		Social Behavior: Using Kind Words
Strand 2: Mental and Emotional Health (MEH)		
Goal: Students will identify emotions and how to appropriately react to different emotions.		
K.MEH.1	Identify how different emotions feel and how your body reacts to those emotions.	Social Behavior: Using Kind Words
		Mental Health and Wellness: What Are Emotions?
		Mental Health and Wellness: When I Feel Worried
		Mental Health and Wellness: How Do I Feel?
K.MEH.2	Practice methods to calm down (e.g., deep breathing, counting to 10, mindfulness).	Breathing Calms Me Down
		Mental Health and Wellness: When I Feel Worried
		Mental Health and Wellness: Controlling Myself
Strand 5: Nutrition (N)		
Goal: Students will understand what people eat and why food choices are important for health.		
K.N.1	List a variety of healthy foods from each food group.	Healthy Eating and Nutrition: Food and My Body
		Healthy Eating and Nutrition: Can I Eat Anything I Want?
		Healthy Eating and Nutrition: Eating Habits
		Healthy Eating and Nutrition: Nutrition Choices

Kindergarten Health Correlations



Standard	Description	Health Lessons
K.N.2	Explain the importance of choosing healthy foods and beverages at each meal.	Healthy Eating and Nutrition: Food and My Body
		Healthy Eating and Nutrition: Can I Eat Anything I Want?
		Healthy Eating and Nutrition: Eating Habits
		Healthy Eating and Nutrition: Nutrition Choices
K.N.3	Discuss the importance of trying new foods.	General Health: What Is a Healthy Behavior?
		Healthy Eating and Nutrition: Food and My Body
		Healthy Eating and Nutrition: Eating Habits
		Healthy Eating and Nutrition: Nutrition Choices
Strand 6: Human Development (HD)		
Goal: Students will learn basic hygiene skills and how to interact with others appropriately.		
K.HD.1	Describe why oral hygiene, washing body and hands, and wearing clean clothes are important for a healthy body.	General Health: What Is a Healthy Behavior?
		Healthy Practices and Hygiene: Hygiene Skills
		Disease and Illness Prevention: Cold and Flu
		Disease and Illness Prevention: Staying Healthy
K.HD.2	Explain different methods (e.g., booster seats, seatbelts, helmets, safety equipment, visiting healthcare providers) for keeping the developing body safe and healthy.	General Health: What Is a Healthy Behavior?
		Disease and Illness Prevention: What Is a Checkup?
		Safety and Accident Prevention: Helmets and Seatbelts
K.HD.3	Distinguish between appropriate and inappropriate touch.	UT Additional Resources: Types of Touches
		UT Additional Resources: Safe and Unsafe Touch
K.HD.4	Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.	Saying No in Risky Situations
		Substance Abuse Prevention: My Personal Strengths and Safe Choices
		Safety and Accident Prevention: What Is Personal Safety?
		Substance Abuse Prevention: Safe Choices and Trusted Adults

First Grade Health Correlations



Standard	Description	Health Lessons
Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)		
Goal: Students will learn the importance of goals and decision-making skills and continue to develop healthy relationship skills.		
1.HF.1	Define goals and explain why setting goals is important.	Social Behavior: Sharing My Strengths
		Responsible Decision Making: Short and Long-Term Goals
		Healthy Eating and Nutrition: A Balanced Diet
1.HF.2	Explain how to make good decisions and how all decisions can affect self or others.	Social Behavior: Sharing My Strengths
		Mental Health and Wellness: Sharing Happiness
		Mental Health and Wellness: Choosing a Positive Mindset
		Disease and Illness Prevention: Protecting Myself and Others
1.HF.3	Demonstrate how to express gratitude, treat others with kindness, and respect differences.	Social Behavior: Sharing My Strengths
		Social Behavior: Building Relationships with Trusted Adults
		Social Behavior: Standing Up for Myself
		UT Additional Resources: What is Accessibility? (All About Accessibility)
Strand 2: Mental and Emotional Health (MEH)		
Goal: Students will practice expressing emotions and bully prevention strategies.		
1.MEH.1	Define what bullying is and is not and demonstrate what to say and do if someone is bullying or bothering oneself or others. Compare these actions with kindness.	Social Behavior: Building Relationships with Trusted Adults
		Social Behavior: Standing Up for Myself
		Responsible Decision Making: Getting Help with Online Safety
1.MEH.2	Demonstrate healthy ways to express needs, wants, and feelings.	Social Behavior: Expressing Your Feelings
		Social Behavior: Building Relationships with Trusted Adults
		Mental Health and Wellness: Showing My Feelings
		Safety and Accident Prevention: Safe and Unsafe Touch*
Strand 3: Safety and Disease Prevention (SDP)		
Goal: Students will learn specific behaviors to prevent disease, common injuries, and avoid dangerous situations.		
1.SDP.1	Understand how proper use of equipment (for example, helmets, sports equipment, seat belts, booster seats) helps protect from injury.	Safety and Accident Prevention: Common Injuries
		Safety and Accident Prevention: Choosing Safe Situations
		Health Toolbox: Equipment and Safety

First Grade Health Correlations



Standard	Description	Health Lessons
1.SDP.2	Identify when an environment or situation is not safe (for example, abuse, bullying, harmful substances, firearms, fire, medical emergency) and understand how to react and promptly report to a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) or emergency services.	General Health: Reporting an Emergency
		Social Behavior: Standing Up for Myself
		Safety and Accident Prevention: Safe and Unsafe Touch*
		Substance Abuse Prevention: Emergencies with Substances
1.SDP.3	Recognize the importance of using electronic devices only with trusted adult supervision.	General Health: What Influences My Health Behaviors?
		Responsible Decision Making: Getting Help with Online Safety
1.SDP.4	Describe behaviors that may prevent and reduce the risk of disease.	Healthy Eating and Nutrition: A Recipe For Food Safety
		Disease and Illness Prevention: How To Handle Not Feeling Well
		Disease and Illness Prevention: Protecting Myself and Others
1.SDP.5	Recognize the importance of never touching another person's blood or other bodily fluids.	Disease and Illness Prevention: What Happens at the Dentist?
		Disease and Illness Prevention: Protecting Myself and Others
		Disease and Illness Prevention: How To Handle Not Feeling Well
Strand 4: Substance Abuse Prevention (SAP)		
Goal: Students will understand when substances are helpful or harmful.		
1.SAP.1	Compare and contrast the difference between helpful and harmful substances.	Healthy Practices and Hygiene: Skeletal, Muscular, Circulatory, and Respiratory Systems
		Substance Abuse Prevention: Safe Choices With Substances
		Substance Abuse Prevention: Family and Peer Influence on Choices
		Substance Abuse Prevention: Emergencies with Substances
1.SAP.2	Explain the importance of only taking medicine with adult supervision.	Substance Abuse Prevention: Avoidance-Substances
		Substance Abuse Prevention: Safe Choices With Substances
		Substance Abuse Prevention: Family and Peer Influence on Choices
		Substance Abuse Prevention: Emergencies with Substances
1.SAP.3	Practice strategies that can be used to refuse harmful substances.	Substance Abuse Prevention: Avoidance-Substances
		Substance Abuse Prevention: Safe Choices With Substances
		Substance Abuse Prevention: Family and Peer Influence on Choices
		Substance Abuse Prevention: Emergencies with Substances

First Grade Health Correlations



Standard	Description	Health Lessons
Strand 5: Nutrition (N)		
Goal: Students will learn how to fuel their body with healthy food choices.		
1.N.1	Recognize major food groups, including water, and list a variety of healthy foods in each group.	Healthy Eating and Nutrition: What Is a Healthy Portion? Healthy Eating and Nutrition: Food Allergies Healthy Eating and Nutrition: A Balanced Diet Healthy Eating and Nutrition: A Recipe For Food Safety
1.N.2	Identify foods and beverages that are healthy choices for the body and explain the importance of choosing healthy foods at each meal.	Healthy Eating and Nutrition: What Is a Healthy Portion? Healthy Eating and Nutrition: Food Allergies Healthy Eating and Nutrition: A Balanced Diet Healthy Eating and Nutrition: A Recipe For Food Safety
1.N.3	Describe how food is fuel for the body.	Necessary Nutrients Healthy Eating and Nutrition: A Balanced Diet Healthy Eating and Nutrition: What Is a Healthy Portion? Healthy Eating and Nutrition: A Recipe For Food Safety
1.N.4	Recognize not all food products advertised or sold are healthy.	General Health: What Influences My Health Behaviors? Healthy Choice Ads Sneaky Sales Food Choices
Strand 6: Human Development (HD)		
1.HD.1	Explain how hand washing, clean clothes, and oral hygiene are important for a healthy body.	Healthy Practices and Hygiene: Skeletal, Muscular, Circulatory, and Respiratory Systems Healthy Practices and Hygiene: How to Brush Healthy Practices and Hygiene: Importance of Sleep Disease and Illness Prevention: Protecting Myself and Others
1.HD.2	Explain how the right amount of sleep contributes to health and wellness.	Healthy Practices and Hygiene: Skeletal, Muscular, Circulatory, and Respiratory Systems Healthy Practices and Hygiene: Importance of Sleep How Sleep Affects My Brain

First Grade Health Correlations



Standard	Description	Health Lessons
1.HD.3	Recognize that healthy bodies come in different shapes, sizes, and abilities.	UT Additional Resources: Body Shapes and Sizes UT Additional Resources: What is Accessibility? (All About Accessibility)
1.HD.4	Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, unsafe, or afraid.	Social Behavior: Standing Up for Myself Responsible Decision Making: Getting Help with Online Safety Safety and Accident Prevention: Choosing Safe Situations Safety and Accident Prevention: Safe and Unsafe Touch*

Second Grade Health Correlations



Standard	Description	Health Lessons
Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)		
Goal: Students will learn the importance of goal setting, decision-making skills, and social and emotional competence.		
2.HF.1	Set a goal and discuss strategies for meeting the goal.	Responsible Decision Making: Importance of Goal Setting (See worksheet.)
		Mental Health and Wellness: Choosing a Growth Mindset (See lesson plan.)
		Substance Abuse Prevention: Protecting My Future- Setting Healthy Goals
2.HF.2	Recognize when assistance is needed in making decisions.	Social Behavior: Asking for Help
		Social Behavior: Bullies, Bystanders, and Victims
		Safety and Accident Prevention: Saying No in Risky Situations*
2.HF.3	Identify ways to set, recognize, respect, and communicate personal boundaries.	Social Behavior: Unsafe Suggestions by Friends
		Substance Use Prevention: Protecting My Future - Setting Healthy Goals
		Safety and Accident Prevention: Saying No in Risky Situations*
2.HF.4	Practice active-listening skills.	Social Behavior: Qualities of a Good Friend (See worksheet.)
		Social Behavior: Unsafe Suggestions by Friends
		Safety and Accident Prevention: Saying No in Risky Situations*
2.HF.5	Describe characteristics of a good friend.	General Health: Influences at Home and School
		Social Behavior: Qualities of a Good Friend
		Health Toolbox: Friendships
Strand 2: Mental and Emotional Health (MEH)		
Goal: Students will identify and respond to various emotions in appropriate ways.		
2.MEH.1	Identify the causes of different emotions and practice methods to express emotions appropriately.	Responsible Decision Making: Problems Big and Small
		Mental Health and Wellness: My Personal Stressors
		Mental Health and Wellness: What My Feelings Mean
2.MEH.2	Describe ways to respond to uncomfortable emotions or situations.	Social Behavior: Asking for Help
		Social Behavior: Bullies, Bystanders, and Victims (See worksheet.)
		Safety and Accident Prevention: Saying No in Risky Situations* (See worksheet.)

Second Grade Health Correlations



Standard	Description	Health Lessons
2.MEH.3	Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about emotions.	General Health: Why Do I Need Healthy Help?
		Social Behavior: Asking for Help (See lesson plan.)
		Social Behavior: Unsafe Suggestions by Friends (See lesson plan.)
		Mental Health and Wellness: Identifying Strong Feelings (See lesson plan.)
Strand 3: Safety and Disease Prevention (SDP)		
Goal: Students will learn how practices and behaviors contribute to good health.		
2.SDP.1	Explain how products (for example, sun protection, hygiene products, sports equipment, seatbelts, booster seats) can contribute to personal health.	Healthy Practices and Hygiene: Hygiene Choices
		Bonus Lessons: Sun Safety
		Health Toolbox: Protecting My Five Senses
		Health Toolbox: Helmet or Seatbelt?
2.SDP.2	Identify personal behaviors that contribute to safe or unsafe use of technology	General Health: Influences at Home and School
		Responsible Decision Making: Unsafe Friend Requests Online
		Getting Help with Online Safety (Role-Play)
2.SDP.3	Describe reasons why people visit a healthcare provider (for example, doctor, dentist, counselor).	Disease and Illness Prevention: What Happens at the Doctor? (See lesson plan.)
		General Health: Why Do I Need Healthy Help?
2.SDP.4	Identify ways people can avoid coming in contact with another person's blood and bodily fluids. QuaverEd is developing a comprehensive resource to address this standard.	Resource Manager: Warm-Up Challenge (Protecting Myself and Others)
		Resource Manager: Virus and Bacteria Buster
		Resource Manager: Be a Health Hero
		Resource Manager: It's Time to Wash Our Hands (See screen notes.)
Strand 4: Substance Abuse Prevention (SAP)		
Goal: Students will learn how to refuse specific substances and understand the health risks associated with harmful substances.		
2.SAP.1	Recognize the health implications of harmful substances and demonstrate how to refuse alcohol, tobacco, nicotine, and other substances.	Substance Abuse Prevention: Safe and Unsafe Substances (See lesson plan.)
		Substance Abuse Prevention: Reporting- Substances (See lesson plan.)
		Substance Abuse Prevention: Making Good Choices and Speaking Up (See lesson plan.)
2.SAP.2	Describe the role medications play in wellness and identify what is helpful or harmful.	Disease and Illness Prevention: Use and Misuse of Medications
		Substance Abuse Prevention: Safe and Unsafe Substances (See lesson plan.)
		Substance Abuse Prevention: Reporting- Substances (See lesson plan.)

Second Grade Health Correlations



Standard	Description	Health Lessons
Strand 5: Nutrition (N)		
Goal: Students will understand nutritional terms and learn internal and external influences on eating.		
2.N.1	Identify food and beverage choices that contribute to good health.	Healthy Eating and Nutrition: The Role of Vitamins and Minerals
		Healthy Eating and Nutrition: Reactions From My Food
		Healthy Eating and Nutrition: The Role Water Plays
		Healthy Eating and Nutrition: One Plate, Many Ways
2.N.2	Define calorie as a measurement of energy and describe how calories are necessary for good health.	Healthy Eating and Nutrition: The Role of Vitamins and Minerals (See lesson plan.)
		Health Toolbox: What's Really In Your Food? (See screen notes.)
		Healthy Eating and Nutrition: Reactions From My Food (See lesson plan.)
2.N.3	Recognize the signals the body sends when hungry or full.	Health Toolbox: Happy Eating (See screen notes.)
		Health Toolbox: Portion Distortion
2.N.4	Identify how family, peers, culture, and media influence eating habits.	Healthy Eating and Nutrition: One Plate, Many Ways
		Health Toolbox: Family and Cultural Traditions (Health-O-Meter)
		Health Toolbox: Health Detective
Strand 6: Human Development (HD)		
Goal: Students will learn basic anatomy and universal precautions. Utah Code requires parental notification for instruction on child sexual abuse prevention.		
2.HD.1	Identify the proper names for body parts.	Body Systems 1 (See screen notes.)
		Resource Manager: Lungs, Muscles, Heart and Bones (See screen notes.)
		UT Additional Resources: Private Parts (See lesson plan.)
2.HD.2	Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.	Social Behavior: Unsafe Suggestions by Friends
		Social Behavior: Bullies, Bystanders, and Victims
		Substance Abuse Prevention: Reporting- Substances
		Safety and Accident Prevention: Saying No in Risky Situations*

Third Grade Health Correlations



Standard	Description	Health Lessons
Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)		
Goal: Students will be introduced to conflict resolution, coping strategies, and resiliency.		
3.HF.1	Set a measurable short-term goal and identify people who can help achieve that goal.	Responsible Decision Making: Setting My Intentions
		Responsible Decision Making: Time Management and Goal Setting (See worksheet.)
		Disease and Illness Prevention: Healthy Balance
3.HF.2	Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict.	Social Behavior: Resolving Conflicts (See worksheet.)
		Social Behavior: Assertiveness and Bullying (See lesson plan.)
		Mental Health and Wellness: Healthy Coping Strategies
3.HF.3	Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.	Social Behavior: Resolving Conflicts (See lesson plan.)
		Social Behavior: Healthy and Unhealthy Friendships
		General Health: Cultural Influences on Health (See lesson plan.)
3.HF.4	Describe the qualities of a healthy relationship	General Health: When Should I Ask for Help? (See lesson plan.)
		Social Behavior: Resolving Conflicts (See worksheet.)
		Social Behavior: Healthy and Unhealthy Friendships
3.HF.5	Explain how trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) are resources for advice and guidance when making decisions.	General Health: When Should I Ask for Help? (See worksheet.)
		Mental Health and Wellness: Healthy Coping Strategies (See lesson plan.)
		Safety and Accident Prevention: Personal Safety Assistance*
Strand 2: Mental and Emotional Health (MEH)		
Goal: Students will learn how to cope with emotions and stress.		
3.MEH.1	Identify healthy strategies individuals may use to cope with disappointment, grief, sadness, and loss, including talking with a trusted adult.	Mental Health and Wellness: Healthy Coping Strategies
		Mental Health and Wellness: Managing My Stress (See worksheet.)
		Health Toolbox: Mental Health Circuit
		Health Toolbox: Feelings of Sadness
3.MEH.2	Define positive and negative stress and identify how each type feels. Identify behaviors or ways to alleviate stress.	Health Toolbox: Mental Health Circuit
		Mental Health and Wellness: Healthy Coping Strategies
		Mental Health and Wellness: Managing My Stress
3.MEH.3	Describe how various sources (for example, media, internet, social media, other people) can influence mental and emotional health and identify appropriate ways to respond.	General Health: Cultural Influences on Health
		General Health: When Should I Ask for Help? (See worksheet.)
		Social Behavior: Assertiveness and Bullying

Third Grade Health Correlations



Standard	Description	Health Lessons
Strand 3: Safety and Disease Prevention (SDP)		
Goal: Students will practice procedures and methods that contribute to safety.		
3.SDP.1	Explain and practice procedures to follow in case of emergency which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings. Describe how to react and promptly report to a trusted adult or emergency services.	General Health: Fire Safety Safety and Accident Prevention: Personal Safety Assistance* Health Toolbox: Emergency Action Plan
3.SDP.2	Identify personal behaviors that contribute to a safe or unsafe environment and discuss safety rules at home, school, and in the community.	General Health: Fire Safety Safety and Accident Prevention: Water Safety Safety and Accident Prevention: Safe Spaces in the Community Safety and Accident Prevention: What Is a Poison?
3.SDP.3	Describe safety guidelines for internet and social media and describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (for example, dangerous activities, unsafe challenges, purchasing choices, eating behaviors).	Responsible Decision Making: Communicating Online Health Toolbox: What Is Okay To Say? Health Toolbox: Tech Tips Healthy Eating and Nutrition: Making Nutritional Choices Healthy Eating and Nutrition: Why Do I Need Water?
3.SDP.4	Describe procedures to follow when encountering another person's blood or other bodily fluids QuaverEd is developing a comprehensive resource to address this standard.	Resource Manager: Warm-Up Challenge (Protecting Myself and Others) Resource Manager: Virus and Bacteria Buster Resource Manager: Be a Health Hero Resource Manager: It's Time to Wash Our Hands
Strand 4: Substance Abuse Prevention (SAP)		
Goal: Students will explore the benefits of refusing to use harmful substances.		
3.SAP.1	Demonstrate how to respond when approached by an individual and asked to make a poor choice.	Substance Abuse Prevention: Understanding Effects of Drugs and Alcohol Substance Abuse Prevention: Refusal, Avoidance, and Healthy Alternatives Substance Abuse Prevention: Peer Influence- Substances
3.SAP.2	Identify healthy alternatives (for example, physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.	Mental Health and Wellness: Healthy Coping Strategies Substance Abuse Prevention: Refusal, Avoidance, and Healthy Alternatives Substance Abuse Prevention: Peer Influence- Substances (See lesson plan.) Disease and Illness Prevention: Disease Awareness (See worksheet.)

Third Grade Health Correlations



Standard	Description	Health Lessons
3.SAP.3	Examine the consequences to the brain, body and lungs when oxygen is limited through inhaling substances (for example, smoking, vaping, inhalants, candy, dust, pollutants).	Substance Abuse Prevention: Understanding Effects of Drugs and Alcohol
		Substance Abuse Prevention: Consequences of Abusing Drugs and Alcohol
		Substance Abuse Prevention: Peer Influence- Substances
3.SAP.4	Examine the consequences to the brain and body when harmful substances are ingested (for example, intoxicants, energy drinks, chemicals, poisons).	Substance Abuse Prevention: Understanding Effects of Drugs and Alcohol (See worksheet.)
		Substance Abuse Prevention: Consequences of Abusing Drugs and Alcohol
		Substance Abuse Prevention: Peer Influence- Substances
		Healthy Eating and Nutrition: Why Do I Need Water?
Strand 5: Nutrition (N)		
Goal: Students will learn to make healthy nutritional choices and identify factors that influence food choices.		
3.N.1	Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.	Healthy Practices and Hygiene: What Exercise Is Right for Me?
		Healthy Eating and Nutrition: Making Nutritional Choices (See worksheet.)
		Disease and Illness Prevention: Healthy Balance
		Healthy Practices and Hygiene: Defending My Teeth
3.N.2	Identify healthy foods, including snacks, in appropriate portion sizes.	Healthy Eating and Nutrition: Where Do Nutrients Come From? (See worksheet.)
		Healthy Eating and Nutrition: Menu Choices
		Health Toolbox: Portion Distortion
		Health Toolbox: Make a Nutritious Meal
3.N.3	Describe the benefits of eating a nutritious breakfast.	Health Toolbox: What's For Breakfast?
		Healthy Eating and Nutrition: Menu Choices
		Health Toolbox: Make a Nutritious Meal
3.N.4	Discuss how family, peers, culture, and media influence eating habits.	General Health: Cultural Influences on Health
		Healthy Eating and Nutrition: Making Nutritional Choices
		Healthy Eating and Nutrition: Menu Choices
		Healthy Eating and Nutrition: Why Do I Need Water

Third Grade Health Correlations



Standard	Description	Health Lessons
Strand 6: Human Development (HD)		
Goal: Students will learn basic anatomy and universal precautions, and skills to report abuse. Utah Code requires parental notification for instruction on child sexual abuse prevention.		
3.HD.1	Define hygiene and discuss its importance for health and well-being.	Healthy Practices and Hygiene: Defending My Teeth Healthy Practices and Hygiene: How Sleep Affects My Brain Healthy Eating and Nutrition: Why Do I Need Water (See worksheet.)
3.HD.2	Identify the building blocks of the human body (for example, cells, tissues, organs, organ systems, organisms).	Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, Integumentary Systems) Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) Healthy Practices and Hygiene: What Exercise Is Right for Me? Resource Manager: Muscular Strength and Endurance
3.HD.3	Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.	Social Behavior: Healthy and Unhealthy Influences Social Behavior: Assertiveness and Bullying Substance Abuse Prevention: Refusal, Avoidance, and Healthy Alternatives

Fourth Grade Health Correlations



Standard	Description	Health Lessons
Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)		
Goal: Students will develop and practice basic skills for goal setting, decision-making, and healthy relationships		
4.HF.1	Set a specific and measurable short-term goal and track the progress.	Responsible Decision Making: Steps to Achieving My Goal
		Healthy Eating and Nutrition: Nutritional Goals
		Disease and Illness Prevention: Personal Health Habits
4.HF.2	Describe how choices can have positive and negative consequences and give examples of how a person's decisions can be positively or negatively influenced by others, including peers.	Responsible Decision Making: Evaluating My Decisions
		Healthy Practices and Hygiene: Creating Healthy Habits
		Social Behavior: Resisting Peer Pressure
		Substance Abuse Prevention: Refusal Skills-Substances
4.HF.3	Recognize and accept that reasonable people can have differing opinions.	Social Behavior: Respecting Individual Differences
4.HF.4	Distinguish between healthy and unhealthy relationships.	Social Behavior: Resisting Peer Pressure
		Social Behavior: Standing Up For Others
		Substance Abuse Prevention: Refusal Skills-Substances
Strand 2: Mental and Emotional Health (MEH)		
Goal: Students will identify and practice strategies that promote positive mental and emotional health.		
4.MEH.1	Identify healthy ways to manage and reduce stress (for example, exercise, hobbies, mindfulness, time management, organization).	Mental Health and Wellness: Managing Overwhelming Emotions
		Mental Health and Wellness: When I Feel Anxious
		Mental Health and Wellness: Improving Myself
		Disease and Illness Prevention: Caring for My Mental Health
4.MEH.2	Practice strategies to manage inappropriate or harmful comments and behaviors from others.	Responsible Decision Making: Learning From Situations
		Responsible Decision Making: Sharing Information Online
		Safety and Accident Prevention: Setting Personal Boundaries*
4.MEH.3	Define empathy and practice demonstrating empathy with peers.	Mental Health and Wellness: Expressing Empathy
4.MEH.4	Identify ways to support self and others struggling with mental and emotional health and recognize when to seek help.	Mental Health and Wellness: Expressing Empathy
		Disease and Illness Prevention: Caring for My Mental Health

Fourth Grade Health Correlations



Standard	Description	Health Lessons
Strand 3: Safety and Disease Prevention (SDP)		
Goal: Students will apply information and develop personal plans to take responsibility for personal safety and disease prevention		
4.SDP.1	Describe how immediate response increases a victim's chance for survival and demonstrate the proper use of basic first aid in a variety of situations.	Safety and Accident Prevention: Reducing Risk of Injuries
		Health Toolbox: Fire and Burn Safety
		General Health: Preventing an Emergency
		Health Toolbox: Emergency Action Plan
4.SDP.2	Develop a personal safety plan to follow in case of emergency, which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings.	General Health: Preventing an Emergency
		Health Toolbox: Emergency Action Plan
		Health Toolbox: My Fire Safety Plan
4.SDP.3	Identify and practice ways to prevent common childhood injuries.	General Health: Preventing an Emergency
		Safety and Accident Prevention: Reducing Risk of Injuries
		Safety and Accident Prevention: Sharp Objects*
4.SDP.4	Discuss use and misuse of current technology and develop a personal safety plan for technology use	Health Toolbox: Fire and Burn Safety
		General Health: Technology Influences on Health
		Responsible Decision Making: Sharing Information Online
4.SDP.5	Explain facts about common chronic health conditions (for example, asthma, diabetes, allergies, anaphylaxis, seizures) and discuss empathy towards individuals living with these conditions.	Safety and Accident Prevention: Setting Personal Boundaries*
		General Health: Finding the Right Healthy Helper
		Mental Health and Wellness: Expressing Empathy
4.SDP.6	Describe procedures to follow when encountering another person's blood or body fluid. QuaverEd is developing a comprehensive resource to address this standard.	Disease and Illness Prevention: Communicable and Noncommunicable Diseases
		Resource Manager: Warm-Up Challenge (Protecting Myself and Others)
		Resource Manager: Virus and Bacteria Buster
		Resource Manager: Be a Health Hero
4.SDP.6		Resource Manager: It's Time to Wash Our Hands
Strand 4: Substance Abuse Prevention (SAP)		
Goal: Students will learn how refusing alcohol, tobacco, nicotine, and other drugs helps accomplish personal goals.		
4.SAP.1	Explain how choosing to refuse alcohol, tobacco, nicotine, and other substances relates to accomplishing personal goals.	Substance Abuse Prevention: Communicate and Advocate
		Substance Abuse Prevention: Planning My Coping Strategies
		Substance Abuse Prevention: Healthy Help: Substance Abuse Prevention
		Substance Abuse Prevention: Refusal Skills-Substances

Fourth Grade Health Correlations



Standard	Description	Health Lessons
4.SAP.2	Explain the short and long-term physical, mental, social, financial, and emotional effects of alcohol, tobacco, nicotine, and substance use.	Substance Abuse Prevention: Communicate and Advocate
		Substance Abuse Prevention: Planning My Coping Strategies
		Substance Abuse Prevention: Healthy Help: Substance Abuse Prevention
		Substance Abuse Prevention: Refusal Skills-Substances
4.SAP.3	Discuss marketing tactics regarding harmful substances by reviewing various media sources to identify misinformation and manipulative techniques.	General Health: Technology Influences on Health
		Substance Abuse Prevention: Communicate and Advocate
		Substance Abuse Prevention: Refusal Skills-Substances
4.SAP.4	Describe the appropriate use of medicines (over-the-counter [OTC] and prescription) and potential dangers of drug interactions.	Substance Abuse Prevention: Communicate and Advocate
		Substance Abuse Prevention: Refusal Skills-Substances
		Disease and Illness Prevention: Why Do I Need a Prescription?
		Health Toolbox: All About Medicine
Strand 5: Nutrition (N)		
Goal: Students will identify the basics of nutrition, healthy eating habits, and advertising techniques. Students will also identify statewide food resources.		
4.N.1	Identify the basic nutrients and describe their functions (for example, carbohydrates, proteins, fats, vitamins, minerals, water).	Healthy Eating and Nutrition: The Six Major Nutrients
		Healthy Eating and Nutrition: How Food Affects My Body
		Healthy Eating and Nutrition: Nutritional Goals
		Healthy Eating and Nutrition: Local Foods and Gardens
4.N.2	Locate key nutrition items on nutrition facts label.	Health Toolbox: Reading Food Labels
		Healthy Eating and Nutrition: Nutritional Goals
		Resource Manager: What's Really In Your Food?
4.N.3	Recognize that calories are needed for growth and body function and that caloric needs change throughout the lifespan.	Healthy Eating and Nutrition: The Six Major Nutrients
		Resource Manager: What's on the Menu?
		Resource Manager: Positive and Negative Reaction
4.N.4	Examine how health can be managed through healthy eating and physical activity.	Healthy Practices and Hygiene: Creating Healthy Habits
		Healthy Practices and Hygiene: Exercise and My Well-Being
		Healthy Eating and Nutrition: How Food Affects My Body
		Disease and Illness Prevention: Communicable and Noncommunicable Diseases

Fourth Grade Health Correlations



Standard	Description	Health Lessons
4.N.5	Analyze marketing tactics used for food and beverages.	General Health: Technology Influences on Health
		Health Toolbox: Tricks for Kids
		Resource Manager: Finding Valid Nutritional Information
		Resource Manager: Sneaky Sales
4.N.6	Identify foods that are grown and produced in Utah. QuaverEd is developing a comprehensive resource to address this standard.	Utah's Bounty - From Farm to Table
		Resource Manager: Food Sorter (Eating Habit Influences)
		Resource Manager: What We Eat and Why
Strand 6: Human Development (HD)		
Goal: Students will learn basic anatomy and physiology of body systems, universal precautions, and skills to build healthy relationships. Utah Code requires parental notification for instruction on child sexual abuse prevention.		
4.HD.1	Describe the skeletal and muscular systems and their basic functions.	Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems)
		Resource Manager: Muscular Strength and Endurance
		Resource Manager: What Do I Like?
4.HD.2	Explain reasons why having good hygiene is important for health and well-being.	Healthy Practices and Hygiene: Creating Healthy Habits
		Healthy Practices and Hygiene: Exploring Lifetime Benefits of Healthy Teeth
		Healthy Practices and Hygiene: Exercise and My Well-Being
		Healthy Practices and Hygiene: Setting Sleep Routines
4.HD.3	List multiple trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with if feeling uncomfortable, afraid, or unsafe about an interaction or other harmful situations. Explain the need to talk with more than one adult if the issue is not resolved.	General Health: Finding the Right Healthy Helper
		Substance Abuse Prevention: Refusal Skills-Substances
		Safety and Accident Prevention: Setting Personal Boundaries*
		UT Additional Resources: When, Who, What

Fifth Grade Health Correlations



Standards	Description	Health Lessons
Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)		
Goal: Students will apply their knowledge to develop social and emotional competence to make healthy and safe choices.		
5.HF.1	Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.	Health Toolbox: Nutritional Goals Checklist
		Making Nutritional Goals (See worksheet.)
5.HF.2	Describe how the positive and negative consequences of a decision can have short and/or long-term effects.	General Health: Planning My Healthy Future
		Responsible Decision Making: Tracking My Progress and Perseverance
		Health Practices and Hygiene: Setting Exercise Goals
5.HF.3	Define and practice positive self-talk.	Health Toolbox: Mindset Blaster
		Health Toolbox: Steps to Persevere
		Health Toolbox: Improve Myself Every Day
		Social Behavior: Appreciating Diversity
		Social Behavior: Conflict or Bullying?
		Health Toolbox: It's Great To Be Grateful
Strand 2: Mental and Emotional Health (MEH)		
Goal: Students will examine personal traits and lifestyles and how they impact overall wellness		
5.MEH.1	Practice a variety of stress management techniques.	Mental Health and Wellness: Consequences of Stress
		Mental Health and Wellness: When to Ask for Help
		Mental Health and Wellness: Managing Multiple Feelings
		Health Toolbox: All About Anxious Feelings
5.MEH.2	Demonstrate how to obtain and offer assistance to enhance the health of self and others in harmful situations.	Safety and Accident Prevention: Human Trafficking and Gangs*
		Safety and Accident Prevention: Dangers of Guns and Other Weapons*
		UT Additional Resources: Sharp Object Safety Plan
5.MEH.3	Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.	Mental Health and Wellness: When to Ask for Help
		Mental Health and Wellness: Consequences of Stress
		Healthy Eating and Nutrition: Eating Disorders
		Disease and Illness Prevention: Where to Go if I Feel Sad

Fifth Grade Health Correlations



Standards	Description	Health Lessons
Strand 3: Safety and Disease Prevention (SDP)		
Goal: Students will learn to respond effectively to environments and practice decision-making skills for safety and disease prevention.		
5.SDP.1	Explain strategies on how to help others and demonstrate how to help or contact the appropriate emergency resources (for example, first aid, CPR, poison control, 911, mental health crisis lines, animal control, non-emergency lines) for different situations.	General Health: Creating an Emergency Plan
		Safety and Accident Prevention: Evaluating Personal Safety*
		Health Toolbox: Who Ya Gonna Call? (Building Relationships with Trusted Adults)
		Resource Manager: First Aid Basics
5.SDP.2	Explain a variety of healthy behaviors (for example, diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety) that avoid or reduce health risks.	Healthy Practices and Hygiene: Lifetime Benefits of Healthy Teeth
		Healthy Practices and Hygiene: Setting Exercise Goals
		Health Toolbox: Helmet or Seatbelt?
		Safety and Accident Prevention: Dangers of Guns and Other Weapons
5.SDP.3	Analyze the influence of media and technology on personal and family health and develop a personal safety plan for technology use.	General Health: Managing My Health Influences
		General Health: Finding Healthy Help Online
		Healthy Eating and Nutrition: Eating Disorders
		Responsible Decision Making: Identity Protection*
5.SDP.4	Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.	Disease and Illness Prevention: Managing Common Illnesses and Diseases
		Health Toolbox: Be the Doctor
		Resource Manager: Disease Defense
5.SDP.5	Identify how to avoid, manage and report situations involving exposure to another person's blood and other bodily fluids.	Be A Health Hero
		First Aid Basics
		First Aid Basics (See worksheet.)
Strand 4: Substance Abuse Prevention (SAP)		
Goal: Empower students to resist peer pressure and substance use by identifying practices that promote a lifestyle free from alcohol, tobacco, nicotine, and other drugs.		
5.SAP.1	Identify choices, behaviors, and practices that help support a lifestyle free from alcohol, tobacco, nicotine and other substances.	Substance Abuse Prevention: How Influences Impact Choices
		Substance Abuse Prevention: What Is Addiction
		Substance Abuse Prevention: Setting Goals to Avoid Drugs and Alcohol
		Substance Abuse Prevention: Effects on My Body and Mind-Substances

Fifth Grade Health Correlations



Standards	Description	Health Lessons
5.SAP.2	Practice ways to resist negative peer pressure and positively influence relations with peers in a variety of situations.	Substance Abuse Prevention: How Influences Impact Choices
		Substance Abuse Prevention: What Is Addiction
		Substance Abuse Prevention: Setting Goals to Avoid Drugs and Alcohol
		Substance Abuse Prevention: Effects on My Body and Mind-Substances
5.SAP.3	Evaluate how the use of alcohol, tobacco, nicotine and other substances can cause illness, injury, and complications with body development, overall health, and behavior.	Substance Abuse Prevention: How Influences Impact Choices
		Substance Abuse Prevention: What Is Addiction
		Substance Abuse Prevention: Setting Goals to Avoid Drugs and Alcohol
		Substance Abuse Prevention: Effects on My Body and Mind-Substances
Strand 5: Nutrition (N)		
Goal: Students will identify the basics of nutrition, healthy eating habits that support a healthy body, and how to recognize eating behaviors. Students will also recognize nationwide food resources.		
5.N.1	Use a food label to calculate how caloric intake can change depending on the number of servings consumed.	Healthy Eating and Nutrition: Food Labels
		Resource Manager: Practice Reading a Menu
		Resource Manager: What's on the Menu?
		Resource Manager: Ordering a Meal
5.N.2	Create a healthy meal, including beverage, using current dietary guidelines.	Healthy Eating and Nutrition: Food Labels
		Health Toolbox: Menus
		Resource Manager: Ordering a Meal
		Healthy Eating and Nutrition: Meeting My Nutrient Needs
5.N.3	Differentiate between appetite and hunger.	Health Toolbox: Happy Eating
5.N.6	Explain why different foods are produced in various regions of the United States and how this may affect consumer practices and local diets.	Healthy Eating and Nutrition: Eating Habit Influences
		Resource Manager: Farm to Fork
		Resource Manager: Growing Food in Gardens
		Food Around America (See worksheet.)

Fifth Grade Health Correlations



Standards	Description	Health Lessons
Strand 6: Human Development (HD)		
Goal: Students will understand puberty and maturation. Utah Code requires parental consent for instruction on maturation. Utah Code requires parental notification for instruction on child sexual abuse prevention. *Note: this strand is often taught during maturation program by a nurse or contracted instructor. It is the responsibility of the teacher to ensure each standard has been covered.		
5.HD.1	Explain how the timing of puberty and adolescent development varies, including that there is a wide range of what is healthy or typical.	UT Additional Resources: Puberty
		UT Additional Resources: My Amazing Body (Reproductive, Endocrine, and Urinary Systems)
		UT Additional Resources: My Reproductive System
		UT Additional Resources: All About the Menstrual Cycle
5.HD.2	Describe the basic structures of the reproductive and endocrine systems and identify their respective functions.	UT Additional Resources: Puberty
		UT Additional Resources: My Amazing Body (Reproductive, Endocrine, and Urinary Systems)
5.HD.3	Describe the body changes that accompany puberty and how puberty prepares human bodies for reproduction.	UT Additional Resources: Puberty
		UT Additional Resources: My Reproductive System
		UT Additional Resources: All About the Menstrual Cycle
		UT Additional Resources: Understanding the Menstrual Cycle
5.HD.4	Explain the physical, social, and emotional changes that occur during puberty and adolescence and healthy ways to manage these changes.	UT Additional Resources: Puberty
		UT Additional Resources: My Reproductive System
		UT Additional Resources: All About the Menstrual Cycle
		UT Additional Resources: Understanding the Menstrual Cycle
5.HD.5	Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about puberty.	Mental Health and Wellness: When to Ask for Help
		UT Additional Resources: All About the Menstrual Cycle
		UT Additional Resources: Understanding the Menstrual Cycle
		UT Additional Resources: Puberty
5.HD.6	Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.	Social Behavior: Having Difficult Conversations
		Social Behavior: Relationship Boundaries*
		Safety and Accident Prevention: Evaluating Personal Safety*
		UT Additional Resources: Uncomfortable Situations



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