

HealthSmart Alignment with Georgia Standards of Excellence Health Education



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| HEALTH STANDARDS | GRADE K | GRADE 1* |
|---|--|--------------------------|
| HEK.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | | |
| a. Identify healthy behaviors. | 3 [talking with caring adults], 5 [teeth], 6 [handwashing], 7 [take medicine with adult help], 21 & 22 [healthy eating], 24 & 25 [physical activity], 29 [avoiding tobacco smoke], 30 [being tobacco free] | |
| b. Recognize potentially harmful substances. | 7 [medicines], 16 [poisons] | |
| c. Identify safety hazards. | 12, 13, 14, 15, 17 | |
| HEK.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | | |
| a. Identify how family, peers, and cultural factors influence personal health and well-being. | 3, 10, 25, 28 | |
| b. Identify what the school can do to support personal health practices. | 10, 11. Can also be included in 6, 23, 25 | |
| HEK.3: Students will demonstrate the ability to access valid information and products and services to enhance health. | | |
| a. Identify types of trusted adults and professionals as resources for health information. | 3, 7, 8, 9, 10, 11, 18, 22 | |
| b. Identify specific health professionals in the school and community. | 9, 10, 19 | |
| HEK.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | |
| a. Examine ways to express feelings in a healthy way. | 1, 2, 3, 9, 10 | |
| b. Demonstrate listening skills to enhance health. | 1 | |
| c. Recognize ways to respond when in an unwanted, threatening, or dangerous situation. | 11, 17, 18, 19, 20 | 20 [unsafe touch] |
| d. Discuss ways to tell a trusted adult if threatened or harmed. | 11, 19, 20 | 20 [unsafe touch] |
| HEK.5: Students will demonstrate the ability to use decision-making skills to enhance health. | | |
| a. Identify health-related situations. | 20 [safety], 29 [secondhand smoke] | |
| b. Use a decision-making model in a health-related situation. | 20 | |
| c. Identify people who can assist in problem-solving and decision making. | 20, 29 | |

*Additional grade-level columns show where topics are covered at an earlier or subsequent grade level.

| HEALTH STANDARDS | GRADE K | GRADE 1 |
|--|---|---------|
| HEK.6: Students will demonstrate the ability to use goal-setting skills to enhance health. | | |
| a. Identify a personal health goal. | 5 [brush teeth], 6 [wash hands], 23 [drink water], 25 [physical activity] | |
| b. Identify family members or trusted adults who can assist with achieving a short-term health goal. | 5, 6, 23, 25 | |
| HEK.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | |
| a. Demonstrate healthy behaviors that improve personal health and wellness. | 1, 5, 6 | |
| b. Demonstrate healthy behaviors that prevent injuries. | 2, 13, 14, 15, 16, 17, 19 | |
| HEK.8: Students will demonstrate the ability to advocate for personal, family, and community health. | | |
| a. Seek assistance to promote personal health. | 3, 7, 9, 10, 29 | |
| b. Encourage peers to make positive health choices. | 11, 25, 28, 30 | |

| HEALTH STANDARDS | GRADE K* | GRADE 1 | GRADE 2* |
|--|---|--|----------|
| HE1.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | | | |
| a. Identify how healthy behaviors impact personal health and wellness. | | 1 [belonging], 4 [expressing feelings], 5 [handwashing], 6 [teeth], 7 [dressing for weather], 8 [sleep], 21 [breakfast], 22 [drinking water], 24 [physical activity], 26 & 27 [being tobacco free] | |
| b. Identify ways to prevent the spreading of germs and communicable diseases. | | 5 | 5 |
| c. Recognize potentially harmful substances. | 16 | | |
| d. Identify appropriate ways to express and deal with emotions and feelings. | | 4 | |
| e. Identify and describe situations that could cause injury. | | 10, 11, 12, 13, 14, 15 | |
| f. Identify the importance of respecting the personal space and boundaries of others. | | 3, 18 | |
| HE1.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | | | |
| a. Identify how family, peers, and cultural factors influence personal health and well-being. | | 2, 3, 18, 22, 29 | |
| b. Identify what the school can do to support personal health practices. | | 18 Can also be included in 5, 9, 16, 23, 25 | |
| c. Explain how media and technology may influence health-related behaviors. | | 27 | |
| d. Identify internal factors that affect personal health. | | 1, 4, 9, 24 | |
| HE1.3: Students will demonstrate the ability to access valid information and products and services to enhance health. | | | |
| a. List the roles and responsibilities of professionals who assist with enhancing health and well-being. | 7, 8, 10 | 1, 9, 11 | |
| | [Focus is on trusted adults at home and school] | | |
| b. Identify specific health professionals in the school and community. | | 17 | |

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| HEALTH STANDARDS | GRADE K | GRADE 1 | GRADE 2 |
|---|-----------|--|--------------------------|
| HE1.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | | |
| a. Recognize ways to respond when in an unwanted, threatening, or dangerous situation. | | 11 [safe routes], 20 [unsafe touch] | |
| b. Discuss ways to tell a trusted adult if threatened or harmed. | | 18 [bullying], 20 [unsafe touch] | |
| HE1.5: Students will demonstrate the ability to use decision-making skills to enhance health. | | | |
| a. Identify and describe opportunities to enhance personal health and well-being. | | 1, 3, 4, 5, 6, 7, 8, 19, 21, 22, 23, 25, 28 | 9, 10, 11, 12, 26 |
| b. Identify people who can help solve problems and make decisions. | 20 | 9, 11 | 9, 10, 11, 12, 26 |
| HE1.6: Students will demonstrate the ability to use goal-setting skills to enhance health. | | | |
| a. Identify actions needed to achieve a short-term personal health goal. | | 8 [sleep], 23 [breakfast/ drink water] | |
| b. Identify individuals other than your family who can assist you in achieving health goals. | | 23 | |
| HE1.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | | |
| a. Practice health behaviors to enhance personal health and wellness. | | 5, 6, 8, 23 | |
| b. Model behaviors that reduce health risks. | | 7, 10, 12, 16, 17 | |
| HE1.8: Students will demonstrate the ability to advocate for personal, family, and community health. | | | |
| a. Seek assistance or make requests to promote personal health and well-being. | | 1, 9, 17, 20, 29 | |
| b. Encourage peers to make positive health choices. | | 3, 19, 22, 28 | |

| HEALTH STANDARDS | GRADE 1* | GRADE 2 | GRADE 3* |
|--|-------------------------------------|--|--|
| HE2.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | | | |
| a. Describe healthy behaviors that promote personal health, wellness and disease prevention. | | 5, 6, 7, 16, 17, 18, 20, 22 | |
| b. Describe why avoiding potentially harmful substances is a healthy practice. | | 6, 23, 24, 26 | |
| c. Recognize potentially harmful situations, behaviors, and environments. | 20 [unsafe touch] | 4, 9, 10, 11, 12, 14, 23, 24 | 16 [unsafe touch] |
| d. Recognize the relationship between feelings and behavior and engage in activities that promote mental and emotional health. | | 1, 2, 3, 4 | |
| e. Identify proper nutrition that provides energy to help the body grow and develop. | | 16, 17, 18, 19 | |
| f. Identify the characteristics of bullying and develop skills to respond appropriately. | | 14, 15 | |
| g. Understand proper names for all body parts and identify healthy and appropriate boundaries around physical touch. | 20 [boundaries around touch] | Body parts can be included in 2 | 16 [boundaries around touch] |
| HE2.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | | | |
| a. Discuss how the family, peers, and cultural factors influence personal health and well-being. | | 1, 4, 14, 25 | |
| b. Discuss how the media and technology can impact health behaviors. | 27 [tobacco use] | | 21 [food choices], 28 [drug pressures] |
| c. Compare the difference between internal and external factors that affect personal health and well-being. | | 2 | 21, 28 |
| HE2.3: Students will demonstrate the ability to access valid information and products and services to enhance health. | | | |
| a. Identify trusted adults and professionals who can help promote health. | | 4, 25 | |
| b. Identify ways to locate school and community health helpers. | | 4, 15, 25 | |
| c. Explain the roles and responsibilities of health professionals in the school and community who can assist with enhancing health. | | Can be included in 4, 25 | |
| d. Identify and explain health-promoting products. | | 7 [sun protection] | |

*Additional grade-level columns show where topics are covered at an earlier or subsequent grade level.

| HEALTH STANDARDS | GRADE 1 | GRADE 2 | GRADE 3 |
|---|---------|---|---------|
| HE2.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | | |
| a. Demonstrate healthy ways to express needs, wants, and feelings. | | 3, 4 | |
| b. Demonstrate and apply communication skills to enhance health. | | 4, 15, 25 | 4 |
| c. Demonstrate the ability to identify verbal and nonverbal communication. | | 3 | 4 |
| HE2.5: Students will demonstrate the ability to use decision-making skills to enhance health. | | | |
| d. Identify situations that need a health-related decision. | | 9, 10, 11, 12, 26 | |
| e. Identify how family, peers, or media influence a health-related decision. | | 9, 10, 11, 26 | |
| f. Explain the potential positive and negative outcomes of health-related decisions. | | 9, 10, 11, 12 | |
| g. Describe when help is needed to make a healthy decision. | | | 13 |
| h. Identify and describe opportunities to enhance personal health and well-being. | | 4, 5, 6, 7, 16, 17, 18, 19, 20, 21, 22, 26 | |
| i. Identify and describe people who can help assist in problem-solving and decision making. | | 25 | 13 |
| HE2.6: Students will demonstrate the ability to use goal-setting skills to enhance health. | | | |
| a. Identify a personal health goal. | | 13 [safety], 19 [5 a day], 21 [physical activity] | |
| b. Implement actions to achieve a short-term personal health goal. | | 13, 19, 21 | |
| c. Discuss and apply personal health behaviors to achieve goals. | | 13, 19, 21 | |
| d. Identify individuals who can assist in helping achieve a personal goal. | | 13, 19, 21 | |
| HE2.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | | |
| a. Demonstrate healthy practices and behaviors to maintain or improve personal health. | | 5, 7, 16, 17, 19, 21, 22 | |
| b. Demonstrate behaviors that avoid or reduce health risks. | | 3, 4, 6, 9, 10, 11, 12, 13, 26 | |
| HE2.8: Students will demonstrate the ability to advocate for personal, family, and community health. | | | |
| a. Advocate for health and wellness with family and community. | | 1, 5, 15, 18, 22, 24, 25 | |
| b. Role model and encourage peers to make positive choices. | | 8, 15, 16, 23, 26 | |

| HEALTH STANDARDS | GRADE 3 | GRADE 4* | GRADE 5* |
|---|---------------------------|----------------------------------|--------------|
| HE3.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | | | |
| a. Identify situations when professional health care or emergency help for self or others is needed. | 8 | | |
| b. Identify and apply healthy eating habits. | 17, 18, 19, 20, 22 | | |
| c. Prevent and manage emotional stress and anxiety in healthy ways. | 1, 2 | 1, 2, 3 [stress specific] | |
| d. Distinguish the short- and long-term physical effects of use and/or misuse of substances. | 25 | | |
| e. Identify behaviors that show respect for themselves and others. | 3, 4, 5 | | |
| f. Identify appropriate and inappropriate touches and how to disclose to a trusted adult. | 16 | | |
| HE3.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | | | |
| a. Discuss how family and cultural factors influence personal health and well-being. | 3, 21 | | |
| b. Identify how peers can influence healthy and unhealthy behaviors. | 4, 21, 27, 28 | | |
| c. Identify consumer influences. | 21, 28 | | |
| HE3.3: Students will demonstrate the ability to access valid information and products and services to enhance health. | | | |
| a. Identify the characteristics of valid health information, products, and services. | | 20 | 4, 38 |
| b. List resources from home, school, and community that provide valid health information. | 1 | 20 | 4, 38 |
| HE3.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | | |
| a. Discuss and demonstrate how speaking and listening skills can be used to build and maintain healthy relationships. | 4 | | |
| b. Recognize the causes of conflicts and apply nonviolent strategies to manage or resolve conflicts. | | 14, 15 | |

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| HEALTH STANDARDS | GRADE 3 | GRADE 4 | GRADE 5 |
|--|--|---------|---------|
| HE3.5: Students will demonstrate the ability to use decision-making skills to enhance health. | | | |
| a. Identify and discuss health-related situations. | 13 [safety], 26 [tobacco/ alcohol use] | | |
| b. Discuss situations when support is needed when making a health-related decision. | 13, 26 | | |
| c. Discuss options and healthy choices when making decisions. | 13, 26 | | |
| d. Indicate the possible consequences of each choice when making a health-related decision. | 13, 26 | | |
| HE3.6: Students will demonstrate the ability to use goal-setting skills to enhance health. | | | |
| a. Select a personal long-term health goal and determine the actions needed to achieve the goal. | 12 [safety], 22 [eat healthy], 24 [physical activity] | | |
| b. Identify resources and individuals needed to assist in achieving a personal health goal. | 12, 22, 24 | | |
| HE3.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | | |
| a. Identify practices to reduce or prevent health risks. | 6, 8, 9, 10, 11, 12, 29 | | |
| b. Demonstrate healthy practices. | 4, 6, 12, 18, 22, 24 | | |
| c. Commit to practicing healthy behaviors. | 7, 12, 18, 22, 24 | | |
| HE3.8: Students will demonstrate the ability to advocate for personal, family, and community health. | | | |
| a. Share accurate information about a health issue. | 7, 10, 11, 15 | | |
| b. Encourage others to make positive health choices. | 7, 11, 15, 29 | | |

| HEALTH STANDARDS | GRADE 3* | GRADE 4 | GRADE 5* |
|--|---------------|---|--|
| HE4.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | | | |
| a. Recognize the relationship between healthy behaviors and disease prevention. | | 7 [healthy habits], 8 [protecting ears/eyes], 17 [healthy eating], 18 [physical activity], 20 [avoiding tobacco/alcohol use] | |
| b. Describe basic personal health concepts of healthy eating and physical activity. | | 16, 17, 18, 19 | |
| c. Describe basic health concepts of mental and emotional well-being. | 1 | 1, 2, 3, 4, 5, 6 | |
| d. Describe basic health concepts of personal hygiene and safety. | | 7, 8, 9, 10, 12 | |
| e. Distinguish the short- and long-term physical effects of use and/or misuse of substances. | | 20, 24 | |
| f. Identify trusted adults and when it might be important to seek professional health care or emergency help for themselves or others. | | 6, 14, 15, 27 | |
| g. Predict the short- and long-term effects of health choices on the multiple dimensions of health. | | 2 [stress], 12 [risks], 20 [drug use] [Add emphasis on different dimensions] | |
| h. Describe ways to promote a safe and healthy community environment. | | 11 | |
| i. Recognize times it might be important to seek professional health care or emergency help for self or others. | | 6 | 13 |
| HE4.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | | | |
| a. Identify the influence of culture on health practices and behaviors. | | 21 [tobacco/alcohol use] | 19 [food choices], 36 [gender roles] |
| b. Describe how the school and community can support personal health practices and behaviors. | | 11 | |
| c. Compare how technology and media can influence personal health. | 14, 28 | 21 | 7, 8, 14 |
| HE4.3: Students will demonstrate the ability to access valid information and products and services to enhance health. | | | |
| a. Identify the characteristics of valid health information, products, and services. | 20 | 4 | |
| b. List resources from home, school, and community that provide valid health information. | | 6, 20, 27 | 4, 38 |

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| HEALTH STANDARDS | GRADE 3 | GRADE 4 | GRADE 5 |
|---|---------|--|---------|
| HE4.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | | |
| a. Describe effective negotiation skills to manage or resolve conflict. | | 14, 15 | |
| b. Demonstrate skills that communicate care, consideration, and respect of self and others, including those with disabilities. | 5 | 26 | |
| HE4.5: Students will demonstrate the ability to use decision-making skills to enhance health. | | | |
| a. Explain a situation that may require a thoughtful health-related decision. | | 14, 28 | |
| b. Describe the possible consequences of an unhealthy decision and healthy alternatives when making a health-related decision | | 28 | |
| c. Determine when or if help is needed to make a health-related decision. | | 14, 28 | |
| d. Determine a healthy choice when making a decision. | | 28 | |
| HE4.6: Students will demonstrate the ability to use goal-setting skills to enhance health. | | | |
| a. Identify a personal health goal. | | 9 [health habits], 19 [eating/activity] | |
| b. Develop an action plan for a health goal. | | 9, 19 | |
| c. Discuss whether the goal was achieved. | | 9, 19 | |
| HE4.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | | |
| a. Demonstrate a healthy behavior to improve personal health and wellness. | | 7, 19, 27 | |
| b. Demonstrate behaviors to reduce health risks. | | 3, 5, 6, 8, 22, 23 | |
| HE4.8: Students will demonstrate the ability to advocate for personal, family, and community health. | | | |
| a. Provide valid health information about a health issue. | | 20, 24, 25, 26 | |
| b. Advocate for positive health choices. | | 20, 24, 26 | |

| HEALTH STANDARDS | GRADE 4* | GRADE 5 |
|--|-----------|---------------------------------------|
| HE5.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | | |
| a. Recognize the relationship between healthy behaviors and disease prevention. | | 5, 6, Supplemental HIV Lesson |
| b. Describe and apply the basic personal health concepts of healthy eating and physical activity. | | 16, 17, 18, 19, 20, 21, 22, 23 |
| c. Describe and apply the basic health concept of mental and emotional well-being. | | 1, 2, 3 |
| d. Describe and apply the basic health concept of personal hygiene and safety. | | 6, 9, 12, 33 |
| e. Distinguish the short- and long-term physical effects of use and/or misuse of substances. | | 24, 25, 26, 27 |
| f. Identify trusted adults and when it might be important to seek health care or emergency help for themselves or others. | | 9, 13, 38 |
| g. Identify the changes that occur during puberty. | | 32, 33, 34, 35 |
| h. Distinguish between tattling, reporting aggression, bullying, cyberbullying, and violence (physical and/or sexual) and how to report these instances. | | 7, 8, 9, 10, 11, 15 |
| i. Identify strategies to avoid physical fighting and violence. | | 12 |
| HE5.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | | |
| a. Evaluate the influence of family and peers on personal health behaviors and decisions. | | 2, 7, 11, 19, 26, 30, 33 |
| b. Describe how the school and community can support personal health practices and behaviors. | 11 | 19, 36 |
| c. Explain how media/technology influences thoughts, feelings, and health behaviors. | | 7, 8, 14, 27, 30 |
| HE5.3: Students will demonstrate the ability to access valid information and products and services to enhance health. | | |
| a. Identify the characteristics of valid health information, products, and services. | | 4, 38 |
| b. Access resources from home, school, and community that provide valid health information. | | 4, 5, 13, 31, 38 |
| c. Assess the characteristics of valid health information, products, and services. | | 4, 38 |

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| HEALTH STANDARDS | GRADE 4 | GRADE 5 |
|---|------------------|---|
| HE5.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | |
| a. Apply effective verbal and nonverbal communication skills to enhance health. | | 3 |
| b. Model effective nonviolent strategies to manage or resolve conflicts. | 15 | |
| c. Demonstrate how to ask for assistance to enhance personal health and the health of others. | 6, 15, 27 | 31 |
| HE5.5: Students will demonstrate the ability to use decision-making skills to enhance health. | | |
| a. Identify health-related situations that might require a thoughtful decision. | | 12, 29 |
| b. List healthy options and possible consequences to a health-related issue or problem. | | 29 |
| c. Predict the potential outcomes of each option when making a health-related decision. | | 29 |
| d. Analyze when assistance is needed in making a health-related decision. | | 12, 29 |
| e. Choose a healthy option when making a decision. | | 29 |
| f. Describe the outcomes of a health-related decision. | | 29, 30, 37 |
| HE5.6: Students will demonstrate the ability to use goal-setting skills to enhance health. | | |
| a. Set a personal health goal and track progress toward its achievement. | | 22, 23 |
| b. Identify and utilize resources to assist in achieving a personal health goal. | | 22, 23, 30 |
| HE5.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | |
| a. Practice responsible personal health choices. | | 6, 9, 12, 15, 22, 23, 25, 28, 30, 33, 37 |
| b. Demonstrate a variety of healthy practices and behaviors to preserve or enhance personal health. | | 6, 22, 23, 33 |
| c. Model a variety of behaviors that prevent or decrease health risks to self and/or others. | | 9, 12, 15, 25, 28, 37 |
| HE5.8: Students will demonstrate the ability to advocate for personal, family, and community health. | | |
| a. Review accurate information and develop an opinion about a health issue. | | 9, 15, 27, 36 |
| b. Advocate for positive health choices. | | 9, 15, 27, 36 |