

***HealthSmart* Alignment with
Georgia Standards of Excellence
Health Education**

Grades K–5

Note: Main grade level alignment is noted first. Some topics may be covered at previous or subsequent grade levels.

Grade K	HealthSmart (Grade – Lesson)
HEK.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
a. Identify healthy behaviors.	K – 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.	K – 7 (medicines), 16 (poisons)
c. Identify safety hazards.	K – 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.	K – 3, 10, 25, 28
b. Identify what the school can do to support personal health practices.	K – 10, 11 Can also be included in K – 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.	K – 3, 7, 8, 9, 10, 11, 18, 22
b. Identify specific health professionals in the school and community.	K – 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.	K – 1, 2, 3, 9, 10
b. Demonstrate listening skills to enhance health.	K – 1
c. Recognize ways to respond when in an unwanted, threatening, or dangerous situation.	K – 11, 17, 18, 19, 20 1 – 20 [unsafe touch]
d. Discuss ways to tell a trusted adult if threatened or harmed.	K – 11, 19, 20 1 – 20 [unsafe touch]
HEK.5: Students will demonstrate the ability to use decision-making skills to enhance health.	
a. Identify health-related situations.	K – 20 (safety), 29 (secondhand smoke)
b. Use a decision-making model in a health-related situation.	K – 20
c. Identify people who can assist in problem-solving and decision making.	K – 20, 29
HEK.6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
a. Identify a personal health goal.	K – 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.	K – 5, 6, 23, 25

Grade K (continued)	HealthSmart (Grade – Lesson)
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.	K – 1, 5, 6
b. Demonstrate healthy behaviors that prevent injuries.	K – 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.	K – 3, 7, 9, 10, 29
b. Encourage peers to make positive health choices.	K – 11, 25, 28, 30

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Grade 1	HealthSmart (Grade – Lesson)
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 – 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.	1 – 5 2 – 5
c. Recognize potentially harmful substances.	K – 16
d. Identify appropriate ways to express and deal with emotions and feelings.	1 – 4
e. Identify and describe situations that could cause injury.	1 – 10, 11, 12, 13, 14, 15
f. Identify the importance of respecting the personal space and boundaries of others.	1 – 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.	1 – 2, 3, 18, 22, 29
b. Identify what the school can do to support personal health practices.	1 – 18 Can also be included in 1 – 5, 9, 16, 23, 25
c. Explain how media and technology may influence health-related behaviors.	1 – 27
d. Identify internal factors that affect personal health.	1 – 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.	1 – 1, 9, 11 K – 7, 8, 10 (Focus is on trusted adults at home and school)
b. Identify specific health professionals in the school and community.	1 – 17
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.	1 – 11 (safe routes), 20 (unsafe touch)
b. Discuss ways to tell a trusted adult if threatened or harmed.	1 – 18 (bullying), 20 (unsafe touch)

Grade 1 (continued)	HealthSmart (Grade – Lesson)
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 – 1, 3, 4, 5, 6, 7, 8, 19, 21, 22, 23, 25, 28 2 – 9, 10, 11, 12, 26
b. Identify people who can help solve problems and make decisions.	K – 20 1 – 9, 11 2 – 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.	1 – 8 (sleep), 23 (breakfast/drink water)
b. Identify individuals other than your family who can assist you in achieving health goals.	1 – 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.	1 – 5, 6, 8, 23
b. Model behaviors that reduce health risks.	1 – 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 – 1, 9, 17, 20, 29
b. Encourage peers to make positive health choices.	1 – 3, 19, 22, 28

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Grade 2	<i>HealthSmart</i> (Grade – Lesson)
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.	2 – 5, 6, 7, 16, 17, 18, 20, 22
b. Describe why avoiding potentially harmful substances is a healthy practice.	2 – 6, 23, 24, 26
c. Recognize potentially harmful situations, behaviors, and environments.	2 – 4, 9, 10, 11, 12, 14, 23, 24 1 – 20 or 3 – 16 [unsafe touch]
d. Recognize the relationship between feelings and behavior and engage in activities that promote mental and emotional health.	2 – 1, 2, 3, 4
e. Identify proper nutrition that provides energy to help the body grow and develop.	2 – 16, 17, 18, 19
f. Identify the characteristics of bullying and develop skills to respond appropriately.	2 – 14, 15
g. Understand proper names for all body parts and identify healthy and appropriate boundaries around physical touch.	1 – 20 or 3 – 16 [boundaries around touch] Body parts can be included in 2 - 2
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.	2 – 1, 4, 14, 25
b. Discuss how the media and technology can impact health behaviors.	1 – 27 (tobacco use) 3 – 21 (food choices), 28 (drug pressures)
c. Compare the difference between internal and external factors that affect personal health and well-being.	2 – 2 3 – 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.	2 – 4, 25
b. Identify ways to locate school and community health helpers.	2 – 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 2 – 4, 25
d. Identify and explain health-promoting products.	2 – 7 [sun protection]
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.	2 – 3, 4
b. Demonstrate and apply communication skills to enhance health.	2 – 4, 15, 25 3 – 4

Grade 2 (continued)	HealthSmart (Grade – Lesson)
c. Demonstrate the ability to identify verbal and nonverbal communication.	2 – 3 3 – 4
HE2.5: Students will demonstrate the ability to use decision-making skills to enhance health.	
a. Identify situations that need a health-related decision.	2 – 9, 10, 11, 12, 26
b. Identify how family, peers, or media influence a health-related decision.	2 – 9, 10, 11, 26
c. Explain the potential positive and negative outcomes of health-related decisions.	2 – 9, 10, 11, 12
d. Describe when help is needed to make a healthy decision.	3 – 13
e. Identify and describe opportunities to enhance personal health and well-being.	2 – 4, 5, 6, 7, 16, 17, 18, 19, 20, 21, 22, 26
f. Identify and describe people who can help assist in problem-solving and decision making.	2 – 25 3 – 13
HE2.6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
a. Identify a personal health goal.	2 – 13 (safety), 19 (5 a day), 21 (physical activity)
b. Implement actions to achieve a short-term personal health goal.	2 – 13, 19, 21
c. Discuss and apply personal health behaviors to achieve goals.	2 – 13, 19, 21
d. Identify individuals who can assist in helping achieve a personal goal.	2 – 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.	2 – 5, 7, 16, 17, 19, 21, 22
b. Demonstrate behaviors that avoid or reduce health risks.	2 – 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.	2 – 1, 5, 15, 18, 22, 24, 25
b. Role model and encourage peers to make positive choices.	2 – 8, 15, 16, 23, 26

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Grade 3	<i>HealthSmart</i> (Grade – Lesson)
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.	3 – 8
b. Identify and apply healthy eating habits.	3 – 17, 18, 19, 20, 22
c. Prevent and manage emotional stress and anxiety in healthy ways.	3 – 1, 2 4 – 1, 2, 3 [stress specific]
d. Distinguish the short- and long-term physical effects of use and/or misuse of substances.	3 – 25
e. Identify behaviors that show respect for themselves and others.	3 – 3, 4, 5
f. Identify appropriate and inappropriate touches and how to disclose to a trusted adult.	3 – 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 – 3, 21
b. Identify how peers can influence healthy and unhealthy behaviors.	3 – 4, 21, 27, 28
c. Identify consumer influences.	3 – 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.	4 – 20 5 – 4, 38
b. List resources from home, school, and community that provide valid health information.	3 – 1 4 – 20 5 – 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.	3 – 4
b. Recognize the causes of conflicts and apply nonviolent strategies to manage or resolve conflicts.	4 – 14, 15
HE3.5: Students will demonstrate the ability to use decision-making skills to enhance health.	
a. Identify and discuss health-related situations.	3 – 13 (safety), 26 (tobacco/alcohol use)
b. Discuss situations when support is needed when making a health-related decision.	3 – 13, 26
c. Discuss options and healthy choices when making decisions.	3 – 13, 26
d. Indicate the possible consequences of each choice when making a health-related decision.	3 – 13, 26

Grade 3 (continued)	HealthSmart (Grade – Lesson)
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.	3 – 12 (safety), 22 (eat healthy), 24 (physical activity)
b. Identify resources and individuals needed to assist in achieving a personal health goal.	3 – 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.	3 – 6, 8, 9, 10, 11, 12, 29
b. Demonstrate healthy practices.	3 – 4, 6, 12, 18, 22, 24
c. Commit to practicing healthy behaviors.	3 – 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.	3 – 7, 10, 11, 15
b. Encourage others to make positive health choices.	3 – 7, 11, 15, 29

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Grade 4	HealthSmart (Grade – Lesson)
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.	4 – 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.	4 – 16, 17, 18, 19
c. Describe basic health concepts of mental and emotional well-being.	4 – 1, 2, 3, 4, 5, 6 3 – 1
d. Describe basic health concepts of personal hygiene and safety.	4 – 7, 8, 9, 10, 12
e. Distinguish the short- and long-term physical effects of use and/or misuse of substances.	4 – 20, 24
f. Identify trusted adults and when it might be important to seek professional health care or emergency help for themselves or others.	4 – 6, 14, 15, 27
g. Predict the short- and long-term effects of health choices on the multiple dimensions of health.	4 – 2 (stress), 12 (risks), 20 (drug use) (Add emphasis on different dimensions)
h. Describe ways to promote a safe and healthy community environment.	4 – 11
i. Recognize times it might be important to seek professional health care or emergency help for self or others.	4 – 6 5 – 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.	4 – 21 (tobacco/alcohol use) 5 – 19 (food choices), 36 (gender roles)
b. Describe how the school and community can support personal health practices and behaviors.	4 – 11
c. Compare how technology and media can influence personal health.	4 – 21 3 – 14, 28 5 – 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.	4 – 20 5 – 4
b. List resources from home, school, and community that provide valid health information.	4 – 6, 20, 27 5 – 4, 38

Grade 4 (continued)	HealthSmart (Grade – Lesson)
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.	4 – 14, 15
b. Demonstrate skills that communicate care, consideration, and respect of self and others, including those with disabilities.	4 – 26 3 – 5
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.	4 – 14, 28
b. Describe the possible consequences of an unhealthy decision and healthy alternatives when making a health-related decision	4 – 28
c. Determine when or if help is needed to make a health-related decision.	4 – 14, 28
d. Determine a healthy choice when making a decision.	4 – 28
HE4.6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
a. Identify a personal health goal.	4 – 9 (health habits), 19 (eating/activity)
b. Develop an action plan for a health goal.	4 – 9, 19
c. Discuss whether the goal was achieved.	4 – 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.	4 – 7, 19, 27
b. Demonstrate behaviors to reduce health risks.	4 – 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.	4 – 20, 24, 25, 26
b. Advocate for positive health choices.	4 – 20, 24, 26

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Grade 5	HealthSmart (Grade – Lesson)
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 – 5, 6
b. Describe and apply the basic personal health concepts of healthy eating and physical activity.	5 – 16, 17, 18, 19, 20, 21, 22, 23
c. Describe and apply the basic health concept of mental and emotional well-being.	5 – 1, 2, 3
d. Describe and apply the basic health concept of personal hygiene and safety.	5 – 6, 9, 12, 33
e. Distinguish the short- and long-term physical effects of use and/or misuse of substances.	5 – 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.	5 – 9, 13, 38
g. Identify the changes that occur during puberty.	5 – 32, 33, 34, 35
h. Distinguish between tattling, reporting aggression, bullying, cyberbullying, and violence (physical and/or sexual) and how to report these instances.	5 – 7, 8, 9, 10, 11, 15
i. Identify strategies to avoid physical fighting and violence.	5 – 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.	5 – 2, 7, 11, 19, 26, 30, 33
b. Describe how the school and community can support personal health practices and behaviors.	5 – 19, 36 4 – 11
c. Explain how media/technology influences thoughts, feelings, and health behaviors.	5 – 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.	5 – 4, 38
b. Access resources from home, school, and community that provide valid health information.	5 – 4, 5, 13, 31, 38
c. Assess the characteristics of valid health information, products, and services.	5 – 4, 38

Grade 5 (continued)	HealthSmart (Grade – Lesson)
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.	5 – 3
b. Model effective nonviolent strategies to manage or resolve conflicts.	4 – 15
c. Demonstrate how to ask for assistance to enhance personal health and the health of others.	5 – 31 4 – 6, 15, 27
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.	5 – 12, 29
b. List healthy options and possible consequences to a health-related issue or problem.	5 – 29
c. Predict the potential outcomes of each option when making a health-related decision.	5 – 29
d. Analyze when assistance is needed in making a health-related decision.	5 – 12, 29
e. Choose a healthy option when making a decision.	5 – 29
f. Describe the outcomes of a health-related decision.	5 – 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.	5 – 22, 23
b. Identify and utilize resources to assist in achieving a personal health goal.	5 – 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.	5 – 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.	5 – 6, 22, 23, 33
c. Model a variety of behaviors that prevent or decrease health risks to self and/or others.	5 – 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.	5 – 9, 15, 27, 36
b. Advocate for positive health choices.	5 – 9, 15, 27, 36