

Health Education Instructional Map

Georgia's Health Education Standards - Grade K

Sample Map

Let's Look! Analyzing Influences for Health	Let's Explore! Accessing Information Health	Let's Talk! Communication For Health	Let's Choose! Making Healthy Decisions for Health	Let's Commit! Setting Goals for Health	Let's Go! Practicing Health	Let's Promote! Advocating for Health
Students will identify the influence of family, peers, culture, media, technology, and other factors on health behaviors. Kindergarten students will recognize and identify external factors that influence personal health and well-being.	Kindergarten students will identify trusted adults who can assist them in enhancing personal health and well-being.	Students will demonstrate the ability to use interpersonal communication skills to enhance personal, family, and community health. Kindergarten students will demonstrate the skills needed to develop and maintain healthy personal relationships.	Students will demonstrate the ability to use decision-making skills to make a thoughtful health-related decision. Kindergarten students will make decisions that enhance personal health and well-being. Students will become familiar with basic decision-making model/models.	Students will use goal-setting skills to identify, apply, and maintain healthenhancing behaviors. Kindergarten students will identify personal health goals and determine who can assist them in achieving their goals	Students will demonstrate healthy practices and behaviors. Kindergarten students will safely participate in activities that enhance personal health.	Students will demonstrate the ability to be a health advocate. Kindergarten students will demonstrate behaviors that promote personal health and encourage positive choices in others.
4-5 Lessons	4-5 Lessons	4-5 Lessons	4-5 Lessons	4-5 Lessons	4-5 Lessons	4-5 Lessons
<u>HE K.1: Core Concepts</u> K.1.a <u>HE K.2: Analyzing Influences</u> K.2.a, K.2.b	<u>HE K.1: Core Concepts</u> K.1.a HE K.3: Accessing Information K.3.a, K.3.b HE K.1:	<u>HE K.1: Core Concepts</u> K.1.a HE K.4: Interpersonal Communication K.4.a, K.4.b, K.4.c, K.4.d	<u>HE K.1: Core Concepts</u> K.1.a, K.1.c <u>HE K.5: Decision Making</u> K.5.a, K.5.b, K.5.c	<u>HE K.1: Core Concepts</u> K.1.a, K.1.b <u>HE K.6: Goal Setting</u> K.6.a, K.6.b	<u>HE K.1: Core Concepts</u> K.1.a, K.1.c <u>HE K.7: Self-Management</u> K.7.a, K.7.b	<u>HE K.1: Core Concepts</u> K.1.a <u>HE K.8: Advocacy</u> K.8.a, K.8.b
The concepts in each unit are presented based on a skill progression.						

Key Concepts

<p>Identify likes and dislikes.</p> <p>Identify why certain activities are preferred and how those likes connect to my future.</p> <p>Benefits of personal health care practices such as hand washing, dental care, bathing, and washing hair.</p> <p>Importance of sleep and physical activity.</p> <p>List favorite (liked) physical activities.</p> <p>Explain why hygiene is important for good health.</p> <p>Explain ways family, school, media, and technology influence healthy practices and behaviors.</p>	<p>Healthy family and peer relationships. Define trusted friends and adults.</p> <p>Identify and locate trusted friends and family members.</p> <p>Identify and locate trusted school workers such as teachers, school nurse, and principal.</p>	<p>Identify different emotions.</p> <p>Relationships between emotions, feelings, and behaviors.</p> <p>Identify appropriate ways to express needs, wants, emotions, and feelings.</p> <p>Demonstrate effective communication practices with adults and peers.</p> <p>Demonstrate how to effectively communicate and express feelings in healthy ways.</p> <p>Effectively tell a trusted adult when feeling threatened or if harmed.</p> <p>Demonstrate proper refusal skills.</p>	<p>Difference between bullying and teasing.</p> <p>Ways to prevent bullying or teasing.</p> <p>Difference between “inappropriate” vs “appropriate” or “safe” vs “unsafe” touches.</p> <p>Determine who are the trusted adults to seek for reporting bullying, violence, or inappropriate behaviors.</p> <p>Identify steps of the decision-making process to prevent violence.</p> <p>Demonstrate use of decision-making process in various situations.</p> <p>Identify and locate trusted adults who can help prevent or stop bullying.</p> <p>Identify and locate trusted friends who can help prevent or stop bullying.</p>	<p>Describe the benefits of being alcohol, tobacco, and other drug free.</p> <p>Identify family rules about avoiding tobacco use.</p> <p>Identify a personal health goal and pledge to remain alcohol, tobacco, and other drug free.</p>	<p>Identify rules for motor vehicle, playground, weather, sport, and recreational activities.</p> <p>Demonstrate what to do when encountering a stranger.</p> <p>Demonstrate safe actions at school and home.</p> <p>Demonstrate healthy and safe behaviors.</p>	<p>Differences between healthy and unhealthy foods.</p> <p>Importance of drinking water and staying hydrated.</p> <p>Help friends and family members identify healthy food choices.</p> <p>Make requests to others to promote choosing healthy foods.</p> <p>Make requests to others to encourage drinking plenty of water.</p> <p>Tell a friend about the importance of trying new foods.</p>
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