

Health Education Instructional Map

Georgia's Health Education Standards - Grade 5

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
Fifth-grade students will examine how the family, peers, culture, and media influence personal and family health. Students will begin to examine their values, beliefs, and perceived norms as they relate to health behaviors.	Fifth-grade students will describe school and community services that promote healthy living.	Fifth-grade students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict. Students will analyze verbal and nonverbal communication skills, to maintain healthy personal relationships.	Fifth-grade students will identify health-related situations and analyze the importance of seeking assistance before making a decision.	Fifth-grade students will set personal health goals, track the progress of the goals, and identify resources to assist them in achieving the goals.	Fifth-grade students will perform healthy behaviors and avoid and/or reduce risky behaviors.	Fifth-grade students will express opinions on health issues and encourage others to adopt health-enhancing behaviors.
4-5 Lessons	4-5 Lessons	4-5 Lessons	4-5 Lessons	4-5 Lessons	4-5 Lessons	4-5 Lessons
HE 5.1: Core Concepts (5.1.a, 5.1.b, 5.1.c, 5.1.e, 5.1.f) HE 5.2: Analyzing Influences (5.2.a, 5.2.b, 5.2.c)	HE 5.1: Core Concepts (5.1.a, 5.1.b, 5.1.c) HE 5.3: Accessing Information (5.3.a, 5.3.b, 5.3.c)	HE 5.1: Core Concepts (5.1.a, 5.1.c, 5.1.f 5.1.g) HE 5.4: Interpersonal Communication (5.4.a, 5.4.c)	HE 5.1: Core Concepts (5.1.a, 5.1.c, 5.1.d, 5.1.f 5.1.h, 5.1.i) HE 5.5: Decision Making (5.5.a, 5.5.b, 5.5.c, 5.5.d, 5.5.e, 5.5.f)	HE 5.1: Core Concepts (5.1.a, 5.1.c, 5.1.d, 5.1.f, 5.1.h, 5.1.i) HE 5.6: Goal Setting (5.6.a, 5.6.b)	HE 5.1: Core Concepts (5.1.a, 5.1.c, 5.1.d, 5.1.f, 5.1.g, 5.1.h) HE 5.7: Self-Management (5.7.a, 5.7.b, 5.7.c)	HE 5.1: Core Concepts (5.1.a, 5.1.c, 5.1.f, 5.1.h, 5.1.i) HE 5.8: Advocacy (HE5.8.a, HE5.8.b)

The concepts in each unit are presented based on a skill progression.

Key Concepts

<p>How medications can help when used correctly.</p> <p>Risks of inappropriate use of prescription medicine, alcohol, and marijuana.</p> <p>Short- and long-term effects of illicit drug use, misuse of prescription or over-the-counter medications, and inappropriate use of alcohol or marijuana.</p> <p>Influence of family, peers, community have on ATOD use.</p> <p>Impact of family, culture, peers, media and technology on ATOD use.</p>	<p>Relationship between healthy eating and physical activity.</p> <p>Identify foods that are high in sugars, sodium, saturated or trans-fat.</p> <p>Components and benefits of a healthy meal.</p> <p>Concept and benefit of healthy eating and energy levels.</p> <p>How to locate valid and reliable nutrition information.</p> <p>Characteristics of reliable food advertising and nutrition information.</p>	<p>Benefits of good personal care practices.</p> <p>Proper care for vision and hearing.</p> <p>Difference between infectious and non-infectious diseases and how to prevent the spread of germs.</p> <p>Effective verbal and nonverbal communication skills to enhance personal health and wellness.</p> <p>How to ask for assistance to improve personal health and wellness.</p> <p>Effective peer resistance skills to reduce participation in behaviors that can negatively affect personal health and wellness.</p>	<p>Ways to reduce risk of injuries in a motor vehicle, around water, from animal and insect bites, in a fire, and when riding a bike.</p> <p>Ways to prevent injuries in the home, community, and at school.</p> <p>How sharing or posting personal information about self or others on social media sites can negatively impact personal safety of self and others.</p> <p>Identify situations that may need a decision related to safety and injury prevention.</p> <p>Decide when assistance is needed in unsafe situations and who to turn for help.</p> <p>Choose a healthy option when making a decision related to safety and injury prevention.</p>	<p>Relationship of self-control, anger management to violence prevention.</p> <p>Benefits of non-violent ways to resolve issues.</p> <p>Connection between aggression, bullying and teasing.</p> <p>Consequences of violence.</p> <p>Importance of trusted adults and seeking help.</p> <p>Set goals to avoid violence.</p> <p>Identify resources that can help achieve a personal goal to prevent violence.</p>	<p>Changes that occur during puberty.</p> <p>Characteristics of healthy relationships.</p> <p>Common infectious diseases – what they are, how they are spread, and how to avoid them being spread.</p> <p>Why it is wrong to tease or bully others based on gender identity or other personal characteristics, and where to turn for help.</p> <p>Internal and external reproductive body parts using medically accurate terms.</p> <p>Strategies to maintain responsible personal health.</p>	<p>Characteristics of feelings and emotions.</p> <p>Healthy ways to express emotions and feelings.</p> <p>The concept of mental and emotional well-being and health.</p> <p>Differences and similarities of self-efficacy, self-respect, and self-awareness.</p> <p>Types of bullying and teasing. Where to go for help and how to respond.</p> <p>How/When to seek assistance from a trusted adult.</p> <p>Healthy ways to cope with challenging situations.</p> <p>Advocate for healthy mental and emotional health behaviors.</p>
--	--	--	---	--	--	--