



Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

HEALTH EDUCATION

Georgia Standards of Excellence (GSE).

Kindergarten- Grade 12

Health Education Georgia Standards of Excellence

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Kindergarten Health Education

Course 17.01100

Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Students learn to seek help and advice from parents or guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, to respect others, to follow school safety rules, and to be responsible.

HEK.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Kindergarten students will identify and apply healthy behaviors.

- a. Identify healthy behaviors (e.g., physical activity, nutritious food and beverage choices, and personal hygiene).
- b. Recognize potentially harmful substances (e.g., tobacco products, household chemicals, and medication).
- c. Identify safety hazards (e.g., fire, guns, vehicles, water safety).

HEK.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: 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.

- a. Identify how family, peers, and cultural factors influence personal health and well-being (e.g., walking the dog, playing sports, personal hygiene).

HEK.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Description: Kindergarten students will identify trusted adults who can assist them in enhancing personal health and well-being.

- a. Identify types of trusted adults and professionals as resources for health information (e.g., family, doctor, nurse, police officers).
- b. Identify specific health professionals in the school and community (e.g., school nurse, counselor, resource officer).

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HEK.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: 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.

- a. Examine ways to express feelings in a healthy way.
- b. Demonstrate listening skills to enhance health.
- c. Recognize ways to respond when in an unwanted, threatening, or dangerous situation.
- d. Discuss ways to tell a trusted adult if threatened or harmed.

HEK.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: 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.

- a. Identify health-related situations (e.g., running in the hallways).
- b. Identify opportunities when a health-related decision can enhance personal health and well-being (e.g., food choices, exercise choices, wearing a seat belt).
- c. Identify people who can help assist in problem-solving and decision making.

HEK.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Kindergarten students will identify personal health goals and determine who can assist them in achieving their goals.

- a. Identify a personal health goal.
- b. Identify family members who can assist with achieving short-term health goals.

HEK.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate healthy practices and behaviors. Kindergarten students will safely participate in activities that enhance personal health.

- a. Demonstrate healthy behaviors that improve personal health and wellness (e.g., proper hydration, oral hygiene, moderate-vigorous physical activity).
- b. Demonstrate healthy behaviors that prevent injuries (e.g., wearing a bicycle helmet, keeping shoes tied, maintain safe personal space).

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HEK.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: 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.

- a. Seek assistance to promote personal health (e.g., ask for help when being teased, request healthier snack options).
- b. Encourage peers to make positive health choices (e.g., remind others to cover nose and mouth when sneezing, role model healthy behaviors, ask classmates to join in physical activities).

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First Grade Health Education

Course 17.00200

Students in first grade learn about their body's systems and various health topics. They begin to understand how their decisions can impact their health and well-being now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of the media on health decisions and to identify ways to access reliable information. They exhibit respect for self, others, and the environment.

HE1.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. First-grade students will identify how healthy behaviors impact personal health and disease prevention.

- a. Identify how healthy behaviors impact personal health and wellness (e.g., physical activity, using medications as prescribed, being a good friend).
- b. Identify ways to prevent the spreading of germs and communicable diseases (e.g., washing hands, covering cough/sneeze, avoiding bodily fluids).
- c. Recognize potentially harmful substances (e.g., tobacco products, household chemicals, medications).
- d. Identify appropriate ways to express and deal with emotions and feelings.
- e. Identify and describe situations that could cause injury (e.g., not wearing a seatbelt, not wearing a bicycle helmet, not following school bus safety rules, swimming without adult supervision).
- f. Identify the importance of respecting the personal space and boundaries of others (i.e., teasing, bullying, physical touch).

HE1.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will examine the influence of their families, peers, culture, media, technology, and other factors on their health choices and behaviors. First-grade students will recognize and identify external factors that influence personal health and well-being.

- a. Identify how family, peer, and cultural factors influence personal health practices (e.g., walking the dog, playing sports, resolving conflict).
- b. Identify what the school can do to support personal health practices (e.g., playground rules, cafeteria choices, school events).
- c. Explain how media and technology may influence health-related behaviors (e.g., positive influence - pedometers to count steps, negative influence screen time decreases physical activity time).
- d. Identify internal factors that affect personal health (e.g., emotions, personal preferences).

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HE1.3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Description: First-grade students will list valid health resources to enhance their health and well-being.

- a. List the roles and responsibilities of professionals who assist with enhancing health and well-being.
- b. Identify specific health professionals in the school and community.

HE1.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. First-grade students will understand their personal feelings as the basis for strengthening their relationships and avoiding conflicts.

- a. Recognize ways to respond when in an unwanted, threatening, or dangerous situation.
- b. Discuss ways to tell a trusted adult if threatened or harmed.

HE1.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. First-grade students will describe opportunities to enhance personal health and well-being. They will identify people who can assist them in solving problems in order to make health-enhancing decisions.

- a. Identify and describe opportunities to enhance personal health and well-being (e.g., food choices, exercise choices, kind words choices).
- b. Identify people who can help solve problems and make decisions.

HE1.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. First-grade students will identify actions needed to achieve short-term health goals, as well as who can assist them in achieving their goals.

- a. Identify actions needed to achieve a short-term personal health goal.
- b. Identify individuals other than your family, who can assist you in achieving health goals.

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HE1.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. First-grade students will safely participate in activities that enhance personal health.

- a. Practice behaviors to enhance personal health and wellness (e.g., choose healthy snack options, breathe deeply when stressed)
- b. Model behaviors that reduce health risks (e.g., keeping shoes tied, maintain safe personal space).

HE1.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. First-grade students will demonstrate healthy skills to encourage others to practice healthful behaviors.

- a. Seek assistance or make requests to promote personal health and well-being (e.g., ask for help resolving conflict, role-play how to ask others to join activity).
- b. Encourage peers to make positive health choices (e.g., remind others to wash hands, encourage being active during recess, ask others to talk positively about classmates).

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Second Grade Health Education

Course 17.00300

Students will use effective communication skills to enhance personal, family, and community health. Second-grade students will demonstrate the ability to identify verbal and non-verbal communication skills as a way to reduce or avoid conflict.

HE2.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will describe basic personal health concepts that help maintain healthy behaviors and prevent disease. Second-grade students will begin to recognize that there are multiple components of health, including physical, personal, emotional and mental. Students will understand and apply concepts related to healthy behaviors and disease prevention.

- a. Describe healthy behaviors that promote personal health, wellness, and disease prevention (e.g., germ prevention, hygiene).
- b. Describe why avoiding potentially harmful substances is a healthy behavior (e.g., tobacco, alcohol, household chemicals).
- c. Recognize potentially harmful situations, behaviors, and environments (e.g., food safety precautions, gun safety, seat belt use, bus safety).
- d. Recognize the relationship between feelings and behavior and engage in activities that promote mental and emotional health.
- e. Identify proper nutrition that provides energy to help the body grow and develop (e.g., hydration, food groups, healthy snacks).
- f. Identify the characteristics of bullying and develop skills to respond appropriately.
- g. Understand proper names for all body parts and identify healthy and appropriate boundaries around physical touch (e.g., everyone has the right to say “no” to touch).

HE2.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will the influence of family, peers, culture, media, technology, and other factors on health behaviors. Second-grade students will identify and discuss the internal and external factors that influence personal health.

- a. Discuss how the family, peers, and cultural factors influence personal health and well-being.
- b. Discuss how the media and technology can impact health behaviors.
- c. Compare the difference between internal and external factors that affect personal health and well-being.

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HE2.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Description: Students will access valid health information and health-promoting products and services. Second-grade students will identify trusted adults, health care professionals, and school and community individuals who can help enhance their health.

- a. Identify trusted adults and professionals who can help promote health.
- b. Identify ways to locate school and community health helpers.
- c. Explain the roles and responsibilities of health professionals in the school and community who can assist with enhancing health.
- d. Identify and explain health-promoting products (e.g., personal hygiene products, injury prevention, safety).

HE2.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. Second-grade students will demonstrate the ability to identify verbal and non-verbal communication skills to reduce or avoid conflict.

- a. Demonstrate healthy ways to express needs, wants, and feelings.
- b. Demonstrate and apply communication skills to enhance health (e.g., body language, eye contact, effective listening).
- c. Demonstrate the ability to identify verbal and nonverbal communication.

HE2.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Second-grade students will utilize their knowledge of health-related situations to describe how they will make a health-enhancing decision.

- a. Identify situations that need a health-related decision.
- b. Identify how family, peers, or media influence a health-related decision.
- c. Explain the potential positive and negative outcomes from health-related decisions
- d. Describe when help is needed to make a healthy decision.
- e. Identify and describe opportunities to enhance personal health and well-being (e.g., playground conflicts, bullying, peer pressure).
- f. Identify and describe people who can help assist in problem-solving and decision making.

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HE2.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Second-grade students will implement actions needed to achieve a short-term personal health goal. They will also explain how others can assist them in meeting their health goals.

- a. Identify a personal health goal.
- b. Implement actions to achieve a short-term personal health goal.
- c. Discuss and apply personal health behaviors to achieve goals.
- d. Identify individuals who can assist in helping achieve a personal health goal.

HE2.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Second-grade students will practice healthy behaviors to prevent illnesses, injuries, and diseases.

- a. Demonstrate healthy practices and behaviors to maintain or improve personal health.
- b. Demonstrate behaviors that avoid or reduce health risks. (e.g., prevent transmission of head lice, bicycle safety).

HE2.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Second-grade students will demonstrate healthy behaviors to encourage others to practice healthful behaviors.

- a. Advocate for health and wellness with family and community (e.g., healthy food options, seat belt use, tobacco prevention, physical activity).
- b. Role model and encourage peers to make positive choices.

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Third Grade Health Education

Course 17.00400

Students in third grade learn and apply health skills in areas such as disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students begin to recognize the existence of myths related to health information, distinguish fact from fiction, and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.

HE3.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will interpret basic personal health concepts that help maintain healthy behaviors and prevent disease. Third-grade students will recognize that there are multiple components of health, including physical, personal, emotional and mental. Students will identify health-enhancing behaviors and describe behaviors related to disease and injury prevention.

- a. Identify situations when professional health care or emergency help for self or others is needed (i.e., self-harm prevention, chronic and communicable diseases).
- b. Identify and apply healthy eating habits.
- c. Prevent and manage emotional stress and anxiety in healthy ways.
- d. Distinguish the short and long-term physical effects of use and/or misuse of substances (e.g., smoking products, tobacco products, household products, medicines).
- e. Identify behaviors that show respect for themselves and others.
- f. Identify appropriate and inappropriate touches and how to disclose to a trusted adult.

HE3.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will comprehend the influence of family, peers, culture, media, technology, and other factors on health behaviors. Third-grade students will comprehend a variety of internal and external factors that influence health practices and behaviors.

- a. Discuss how family and cultural factors influence personal health and well-being.
- b. Identify how peers can influence healthy and unhealthy behaviors.
- c. Identify consumer influences (e.g., media, advertising, technology).

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HE3.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Description: Students will identify valid health information, health-promoting products, and services for the prevention, early detection, and treatment of health problems. Third-grade students will locate local resources that provide valid health information.

- a. Identify the characteristics of valid health information, products, and services.
- b. List resources from home, school, and community that provide valid health information (e.g., service agencies, school personnel, family members).

HE3.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. Third-grade students will use effective verbal and nonverbal communication skills to develop and maintain quality relationships and avoid conflicts.

- a. Discuss and demonstrate refusal and negotiation skills to reduce health risks.
- b. Discuss and demonstrate how speaking and listening skills can be used to build and maintain healthy relationships.
- c. Recognize the causes of conflicts and apply effective nonviolent strategies to manage or resolve conflicts.

HE3.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Third-grade students will indicate when support is needed for making thoughtful decisions about health-related issues or problems.

- a. Identify and discuss health-related situations (e.g., fire escape route, inappropriate verbal and physical behaviors, and other boundary violations).
- b. Discuss situations when support is needed when making a health-related decision.
- c. Discuss options and healthy choices when making decisions.
- d. Indicate the possible consequences of each choice when making a health-related decision (e.g., inadequate sleep, dental care).
- e. Determine a healthy choice when making a decision.

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HE3.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Third-grade students will select a long-term goal, determine actions to achieve the goal, and identify who and what can assist them with reaching their goal.

- a. Select a personal long-term health goal and determine the actions needed to achieve the goal.
- b. Identify resources and individuals needed to assist in achieving a personal health goal.

HE3.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Third-grade students will demonstrate healthy behaviors to prevent injuries, diseases, and disorders.

- a. Identify practices to reduce or prevent health risks.
- b. Demonstrate healthy practices.
- c. Commit to practicing healthy behaviors.

HE3.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Third-grade students will share accurate health information and demonstrate healthy behaviors to encourage others to practice healthy behaviors.

- a. Share accurate information about a health issue.
- b. Encourage others to make positive health choices.

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Fourth Grade Health Education

Course 17.00500

Students in fourth grade distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. They begin to see the interconnection between body systems. Students critique advertising and various media displays and work with others to improve community health.

HE4.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Fourth-grade students will recognize that there are multiple components of health, including physical, personal, emotional and mental. Students will describe healthy behaviors to prevent or reduce their risk of injury, illness and disease prevention.

- a. Recognize the relationship between healthy behaviors and disease prevention (e.g., healthy eating, physical activity, sleep).
- b. Describe basic personal health concepts of healthy eating and physical activity.
- c. Describe basic health concepts of mental and emotional well-being (e.g., managing stress, reducing anxiety, promoting positive self-concept).
- d. Describe basic health concepts of personal hygiene and safety.
- e. Distinguish the short- and long-term physical effects of use and/or misuse of substances (e.g., smoking products, tobacco products, household products, medicines).
- f. Identify trusted adults and when it might be important to seek professional health care or emergency help for self or others (i.e., suicide prevention, self-harm, inappropriate touching).
- g. Predict the short and long-term effects of healthy choices on the multiple dimensions of health.
- h. Describe ways to promote a safe and healthy community environment.
- i. Recognize times when it might be important to seek professional health care or emergency help for self or others (i.e., suicide prevention, inappropriate touching).

HE4.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Fourth-grade students will compare how family and culture influence their personal and family health. Students will recognize negative and positive peer pressure and its influence on health promotion and risk reduction.

- a. Examine the influence of culture on health practices and behaviors.
- b. Describe how the school and community can support personal health practices and behaviors.
- c. Compare how technology and the media can influence personal health (e.g., commercials, music, movies, books).

Health Education Georgia Standards of Excellence

HE4.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Description: Students will access valid health information and health-promoting products and services. Fourth-grade students will identify services that promote healthy living within the school and community.

- a. Describe the characteristics of valid health information, products, and services (e.g., current information, source of information).
- b. Describe the services that school, family, and community provide concerning personal health.

HE4.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. Fourth-grade students will develop attentive listening, refusal, and conflict resolution skills to develop and maintain health-enhancing relationships.

- a. Describe and apply effective negotiation skills to manage or resolve conflict.
- b. Demonstrate skills that communicate care, consideration, and respect of self and others, including those with disabilities (e.g., respecting personal space and differences).

HE4.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Fourth-grade students will determine and explain alternatives to promote healthy decisions regarding health-related issues or problems.

- a. Explain a situation that may require a thoughtful health-related decision (e.g., being lost, avoiding luring tactics).
- b. Describe the possible consequences and healthy alternatives when making a health-related decision.
- c. Determine when or if help is needed to make a health-related decision.
- d. Determine a healthy choice when making a decision.

HE4.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Fourth-grade students will develop personal goals for positive health and discuss resources for assisting them with their goals.

- a. Identify a personal health goal.
- b. Develop an action plan for a health goal (e.g., journaling, health tracker, support person).

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- c. Discuss whether the goal was achieved (e.g., reflect on success or limits to meeting a personal health goal).

HE4.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Fourth-grade students will demonstrate healthy behaviors to prevent injuries, diseases, and disorders.

- a. Demonstrate a healthy behavior to improve personal health and wellness (e.g., first aid, breathing techniques to reduce anxiety).
- b. Demonstrate behaviors to reduce health risks.

HE4.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Fourth-grade students will give sources of valid information about health issues and perform healthy behaviors to encourage others to adopt health-enhancing behaviors.

- a. Provide valid health information about a health issue (e.g., personal hygiene).
- b. Advocate for positive health choices (e.g., illustrated poster).

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Fifth Grade Health Education

Course: 17.00600

Students in fifth grade develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information.

HE 5.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Fifth-grade students will recognize that there are multiple components of health, including physical, personal, emotional and mental. Students will describe healthy behaviors to prevent or reduce their risk of injury, illness and disease prevention.

- a. Recognize the relationship between healthy behaviors and disease prevention (e.g., being physically active, dental care).
- b. Describe and apply the basic personal health concepts of healthy eating and physical activity (e.g., balanced plate, sugary drinks, daily activity).
- c. Describe and apply the basic health concept of mental and emotional well-being (e.g., managing stress and anxiety).
- d. Describe and apply the basic health concept of personal hygiene and safety.
- e. Distinguish the short- and long-term physical effects of use and/or misuse of substances (e.g., tobacco products, vaping, household products, medicines).
- f. Identify trusted adults and when it might be important to seek health care or emergency help for self or others (i.e., suicide prevention, inappropriate touching).
- g. Identify the changes that occur during puberty.
- h. Distinguish between tattling, reporting aggression, bullying, cyberbullying, and violence (physical and/or sexual) and how to report these instances.
- i. Identify strategies to avoid physical fighting and violence.

Health Education Georgia Standards of Excellence

HE5.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Fifth-grade students will examine how the family, peers, culture, and media influence personal and family health. Students will begin to examine their personal values, beliefs, and perceived norms as they relate to health behaviors.

- a. Evaluate the influence of family and peers on personal health behaviors and decisions
- b. Explain how media/technology influences thoughts, feelings, and health behaviors (e.g., pedometers, celebrity images).
- c. Describe how the home, school, and community culture can influence personal health and well-being (e.g., recreational resources, non-smoking environments).

HE5.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Description: Students will access valid health information and health-promoting products and services. Fifth-grade students will describe school and community services that promote healthy living.

- a. Identify characteristics of valid health information, products, and services (e.g., reliable web information).
- b. Access resources from home, school, and community that provide valid health information.
- c. Assess characteristics of valid health information, products, and services (e.g., current information and source of information).

HE5.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. 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, which can help maintain healthy personal relationships.

- a. Apply effective verbal and nonverbal communication skills to enhance health.
- b. Model effective nonviolent strategies to manage or resolve conflicts.
- c. Demonstrate how to ask for assistance to enhance personal health and the health of others (e.g., giving information during a 911 call).

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HE5.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Fifth-grade students will identify health-related situations and analyze the importance of seeking assistance before making a decision.

- a. Identify health-related situations that might require a thoughtful decision (e.g., peer pressure to steal or cheat)
- b. List healthy options and possible consequences to a health-related issue or problem.
- c. Predict the potential outcomes of each option when making a health-related decision.
- d. Analyze when assistance is needed in making a health-related decision.
- e. Choose a healthy option when making a decision.
- f. Describe the outcomes of a health-related decision.

HE5.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Fifth-grade students will set personal health goals, track the progress of the goals, and identify resources to assist them in achieving the goals.

- a. Set a personal health goal and track progress toward its achievement (e.g., journaling, health tracker, support person).
- b. Identify and utilize resources to assist in achieving a personal health goal.

HE5.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Fifth-grade students will perform healthy behaviors and avoid and/or reduce risky behaviors.

- c. Practice responsible personal health choices.
- a. Demonstrate a variety of healthy choices and behaviors to preserve or enhance personal health (e.g., weather safety, personal hygiene).
- b. Model a variety of behaviors that prevent or decrease health risks to self and/or others. (e.g., healthy eating, stress relief techniques).

HE5.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Fifth-grade students will express opinions on health issues and encourage others to adopt health-enhancing behaviors.

- a. Review accurate information and develop an opinion about a health issue.
- b. Advocate for others to make positive health choices.

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Sixth Grade Health Education

Course: 17.00700

Students in sixth grade generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.

HE6.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Sixth-grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.

- a. Compare how healthy behaviors and risk practices impact personal health.
- b. Identify the interrelationships of emotional and social health in adolescence (e.g., impulsive behavior).
- c. Examine how one's surroundings impact personal health and well-being.
- d. Practice ways to reduce or prevent injuries.
- e. Identify how health care can promote personal health and well-being.
- f. Identify the benefits of practicing healthy behaviors.
- g. Describe the consequences of engaging in unhealthy behaviors.
- h. Explain the importance of choosing healthy foods and beverages.
- i. Describe why household products are harmful if ingested or inhaled.
- j. Differentiate short- and long-term effects of alcohol, tobacco, and/or other drug use, including social and legal implications (e.g., vaping, inhalants, opioids, marijuana, weight loss pills, performance-enhancing drugs).
- k. Describe positive alternatives to using alcohol and other drugs (e.g., sports, helping in your community).
- l. Analyze characteristics of healthy relationships.
- m. Describe short and long-term effects of engaging in risky behaviors (e.g., skateboarding without a helmet, sexual behavior choices, tobacco use).

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HE6.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Sixth-grade students will compare how family, peers, culture, and media positively and negatively influence personal and family health. Students will review how laws, rules, and regulations influence health promotion and risk reduction.

- a. Describe the influences on adolescence (e.g., family, community, culture, peers, values, media, technology).
- b. Identify the influence of various cultures on health beliefs and practices.
- c. Explain how peers influence healthy behaviors.
- d. Identify how the community can affect personal health practices and behaviors.
- e. Illustrate how media messages influence health behaviors.
- f. Explain the influence of technology on family health.
- g. Identify norms that influence health behaviors.
- h. Compare how choices influence healthy and unhealthy behaviors.
- i. Identify how school and public health policies can influence health promotion.

HE6.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Description: Students will demonstrate the ability to access valid information, products, and services to enhance health. Students will access valid health information and health-promoting products and services. Sixth-grade students will identify and access valid health resources and services that promote healthy living within the home, school, and community.

- a. Determine and examine the validity of health information, products, and services to prevent and detect health problems (e.g., reliable/unreliable, facts/opinions).
- b. Identify valid health information from home, school, and community that enhances health (e.g., products, services, and supports).
- c. Determine the accessibility of products that enhance and promote health.
- d. Describe circumstances that may require professional health services and resources.

HE6.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will use effective communication skills to enhance personal, family, and community health. Sixth-grade students will use verbal and nonverbal communication to maintain healthy personal relationships.

- a. Demonstrate effective verbal and nonverbal communication skills to enhance personal health and well-being.
- b. Demonstrate effective conflict management or resolution strategies (pro-social, non-violent and non-verbal communication to help prevent violence).

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HE6.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will demonstrate the ability to use decision-making skills to enhance health. Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Sixth-grade students will evaluate if behavior is healthy or not and recognize unhealthy behaviors as posing a danger to well-being.

- a. Analyze influences in making an unhealthy or healthy choice.
- b. Identify situations that may require a decision-making process.
- c. Distinguish whether the individual should make decisions or if help should be sought.
- d. Choose between healthy and unhealthy alternatives to health-related situations.
- e. Study the potential short-term consequences of healthy and unhealthy alternatives on self and others.
- f. Decide which alternatives are healthy when making a decision.
- g. Predict the outcomes of a health-related decision.

HE6.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will demonstrate the ability to use goal-setting skills to enhance health. Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Sixth-grade students will understand and use the specific steps that are necessary to set and achieve both short-term and long-term health goals.

- a. Assess personal health practices (e.g., disease risk, personal hygiene, eating habits, safety behaviors).
- b. Choose a personal health practice with a goal for adoption.
- c. Develop a plan to achieve a personal health goal.
- d. Explain how personal health goals can vary with changing priorities.

HE6.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Sixth-grade students will practice health-enhancing behaviors that contribute to the well-being and a positive quality of life. By accepting responsibility for personal health, students will build a foundation for living a healthy and productive life.

- a. Identify the importance of accepting responsibility for personal health behaviors.
- b. Demonstrate healthy behaviors that will maintain or improve the health of self and/or others (e.g., bullying prevention, not littering, choosing healthy foods).
- c. Model practices to avoid or reduce health risks to self and/or others.

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HE6.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Sixth-grade students will apply advocacy skills that encourage others to adopt health-enhancing behaviors.

- a. Investigate a health position or practice and support with valid information.
- b. Identify strategies that will support others in positive choices regarding their health.
- c. Collaborate with others to advocate for healthy lifestyles and/or choices.
- d. Identify the methods in which health messages can be altered to appeal to different age groups.

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Health Education Georgia Standards of Excellence

Seventh Grade Health Education

Course: 17.00800

Students in seventh grade have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and appropriately use consumer information.

HE7.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Seventh-grade students will describe patterns of healthy behaviors to prevent or reduce their risk of injury and /or illness throughout their lifespan.

- a. Assess how healthy behaviors influence personal health and well-being (e.g., healthy relationships).
- b. Describe the interrelationship of emotional, social, and physical health in adolescence. (e.g., environment, exposure to violence, relationships).
- c. Cite how family history can impact personal health and well-being.
- d. Analyze how the environment can impact personal health (e.g., healthy food availability, safe spaces, air quality).
- e. Explain ways to reduce or prevent health risks among adolescents (e.g., nutrition choices, determine the health risks associated with alcohol, tobacco, and other drugs usage and the risk of tattoos and body piercings).
- f. Examine the risk of injury or illness if engaging in unhealthy behaviors (e.g., abuse of alcohol, tobacco, other drugs, and sexual violence or abuse, risky sexual activity).
- g. Examine the dynamics of healthy and unhealthy relationships, including the right to refuse sexual contact, the legal ramifications of sexual assault, and reporting to a trusted adult.

HE7.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Seventh-grade students will compare how family, peers, and culture positively and negatively influence personal and family health. Students will examine how the media influence thoughts, feelings, and health behaviors

- a. Investigate how family values and behaviors influence the health of adolescents.
- b. Discuss the influence of culture on health behaviors.

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- c. Compare how family and other factors (e.g., environment) influence personal health and well-being.
- d. Examine how information from the media influences personal health and well-being.
- e. Interpret the influence of technology on personal health.
- f. Indicate how the perceptions of norms influence healthy and unhealthy behaviors.
- g. Describe the influence of personal beliefs on health practices and behaviors.
- h. Discuss how choices can influence the likelihood of healthy or unhealthy behaviors.
- i. Interpret how school and public health policies can influence disease prevention.

HE7.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Description: Students will demonstrate the ability to access valid information, products, and services to enhance health. Students will access valid health information and health-promoting products and services. Seventh-grade students will differentiate the reliability of services that promote healthy living within the school and community.

- a. Examine and differentiate the validity of health information, products, and services for disease prevention and health promotion (e.g., reliable/unreliable, facts/opinions).
- b. Access valid health information from home, school, and community that enhances health.
- c. Investigate the accessibility of products that enhance health.
- d. Describe circumstances that may require professional health services and resources.

HE7.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will use effective communication skills to enhance personal, family, and community health. Seventh-grade students will demonstrate verbal and nonverbal communication skills to improve or maintain healthy relationships.

- a. Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.
- b. Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.

HE7.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will demonstrate the ability to use decision-making skills to enhance health. Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Seventh-grade students will list the steps of the decision-making process, which enables them to collaborate with others to improve the quality of their lives. Students will distinguish between healthy and unhealthy behaviors and discuss their choice with peers.

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- a. Describe situations that can help or hinder making a healthy decision and identify situations where making those decisions are more likely to occur.
- b. Determine when individual or collaborative decision making is appropriate.
- c. Differentiate between healthy and unhealthy alternatives to health-related issues or problems.
- d. Relate the potential short-term impact of each alternative to health-related issues or problems on self and others.
- e. Select healthy alternatives over unhealthy alternatives when making a decision.
- f. Examine the outcomes of a health-related decision.

HE7.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Seventh-grade students will apply the critical steps that should be used to achieve both short-term and long-term health goals. Students will demonstrate an understanding that circumstances may dictate a change in future health goals.

- a. Examine the effectiveness of personal health practices.
- b. Select a personal health practice goal to improve a personal health practice (e.g., healthy eating choices).
- c. Demonstrate the skills necessary to achieve a personal health goal.
- d. Relate how personal health goals can vary with differing skills and priorities.

HE7.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Seventh-grade students will identify how diseases and injuries can be prevented by reducing harmful and at-risk behaviors. Students will demonstrate how to reduce harmful and at-risk behaviors to enhance their health.

- a. Describe the importance of accepting responsibility for personal health behaviors.
- b. Create personal examples of healthy behaviors that will maintain or improve the health of self and/or others.
- c. Demonstrate behaviors to avoid or reduce health risks to self and/or others (e.g., healthy eating, stress relief techniques).
- d. Demonstrate tolerance and acceptance of others.

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HE7.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Seventh-grade students will develop a wide variety of advocacy skills such as persuasiveness, collaboration, and communication techniques. Advocacy skills will help students promote healthy norms and behaviors.

- a. Support a health-enhancing position with evidence-based information (e.g., current events).
- b. Demonstrate strategies that influence and support others to make positive health choices.
- c. Collaborate with others to advocate for the health of individuals and families.
- d. Analyze the ways that health messages can be altered to reach different audiences.

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Health Education Georgia Standards of Excellence

Eighth Grade Health Education

Course 17.09100

Students in eighth grade integrate a variety of health concepts, skills, and behaviors to plan for their personal health goals. These include the prevention of disease and chemical addiction for the promotion of a healthy lifestyle. Students demonstrate confidence in their knowledge and skills. They see themselves as having a role in creating a healthy lifestyle for themselves as individuals, for their families, and the larger community. These students will engage in promoting health in their community.

HE8.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Eighth-grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine personal well-being and how their surroundings can impact each aspect of health.

- a. Analyze the relationships between behaviors and personal health.
- b. Summarize the interrelationships of personal health and well-being (e.g., mental, physical, emotional, social).
- c. Analyze how the environmental effects on personal health.
- d. Research how heredity can impact personal health and well-being (e.g., health and dietary habits, genetic predisposition).
- e. Describe ways to reduce or prevent injuries and other adolescent health occurrences.
- f. Explain how comprehensive health care can promote personal health and well-being.
- g. Describe the benefits of and barriers to practicing behaviors that impact personal health and well-being (e.g., contraceptive accessibility, the proximity of healthy food).
- h. Examine the correlation and impact of injury or illness if engaging in unhealthy behaviors (e.g., substance use and academic performance, eating disorders, and overall health).
- i. Understand the relationship between key nutrients in food sources to promote health and prevent chronic disease.
- j. Compare ways to reduce or prevent injuries.
- k. Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others (e.g., chat groups, e-mail, texting, websites, apps).
- l. Describe types of violent behaviors and available resources to obtain support (e.g., bullying, dating/family violence, sexual assault, verbal/physical abuse, rape).
- m. Examine the dynamics of healthy and unhealthy relationships, including the right to consent and refuse sexual activity and to report to a trusted adult.
- n. Identify the qualities of a healthy dating relationship.

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- o.** Analyze the signs, symptoms, and resources for people who engage in self-harming behavior (e.g., suicide attempts, cutting, isolation, experimental substance use)
- p.** Understand school policy and state laws regarding the use, possession, and sale of substances (e.g., alcohol, opioid and illegal drug use, smoking and vaping).
- q.** Explain the relationship between intravenous drug use and transmission of blood-borne diseases (e.g., HIV/AIDs).
- r.** Explain the unintended outcomes of risky behavior.
- s.** Evaluate the physical, mental, emotional and social outcomes of sexual activity.
- t.** Identify signs and situations that contribute to Human Trafficking.
- u.** Describe where to report concerns and seek out help concerning Human Trafficking.

HE8.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Eighth-grade students will focus on identifying and understanding the diverse internal and external factors that positively and negatively influence health practices and behaviors. Students will conclude how the family, peers, culture, and media influence personal and family health. Eighth graders will review how policies and regulations influence health promotion and risk reduction.

- a.** Analyze how family, peers, culture, and environment influence personal health and well-being and family health.
- b.** Explain how adolescent perceived norms influence healthy and unhealthy behaviors (e.g., peer pressure, relationships, substance use).
- c.** Explain the influence of personal values and beliefs on individual health practices and behaviors.
- d.** Describe how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors.
- e.** Explain how school and public health policies can influence health promotion and disease promotion (e.g., inoculations, school nutrition policies).

HE8.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Description: Students will demonstrate the ability to access valid information and products and services to enhance health. Eighth-grade students will analyze the validity of health information; and products, and services to promote well-being and prevent disease.

- a.** Analyze the validity of health information, products, and services to promote personal health and well-being and prevent disease.
- b.** Critique valid health information from home, school, and community, to enhance personal health and well-being (e.g., health screenings, wellness apps).
- c.** Analyze products that enhance well-being and the accessibility of those products within the community.

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HE8.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Eighth-grade students will appropriately demonstrate verbal and nonverbal skills to maintain healthy relationships. Students will differentiate how communication skills are the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

- a. Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.
- b. Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- c. Demonstrate effective conflict management and/or resolution strategies.
- d. Model how to ask for assistance to enhance the health of self and others.

HE8.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will demonstrate the ability to use decision-making skills to enhance health. Eighth-grade students will model the steps of the decision-making model and analyze the importance of seeking assistance before making a decision.

- a. Identify health-related situations that might require a health-enhancing decision.
- b. Analyze when assistance is needed in making a health-related decision.
- c. Discuss healthy options to promote well-being and prevent disease.
- d. Critique the potential outcomes of health-related scenarios when making a decision (e.g., healthy food selection, car/bike safety).
- e. Support choosing a healthy option when making a decision.

HE8.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will demonstrate the ability to use goal-setting skills to enhance health. Eighth-grade students will utilize critical thinking skills to achieve both short-term and long-term personal health and well-being goals. Students should be prepared to adjust goals when faced with changing abilities, priorities, and responsibilities.

- a. Evaluate personal health practices.
- b. Develop a goal to adopt, maintain, or improve a personal health practice.
- c. Outline the strategies and skills necessary to attain a personal health goal.
- d. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
- e. Explain how risky health behaviors can affect achieving long-term health goals (e.g., sexual activity, substance abuse, physical activity).

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HE8.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Eighth-grade students will summarize strategies that improve healthy behaviors and collaborate with other students in developing healthy lifestyles to achieve wellness for a lifetime.

- a. Connect the relationship between assuming responsibility for personal health and avoiding risky behaviors.
- b. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. (e.g., sleep log, screen time log).
- c. Analyze and apply behaviors that eliminate or reduce health risks to self and/or others (e.g., positive peer influences, refusal skills).

HE8.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will advocate for personal, family, and community health and well-being. Eighth-grade students will develop culturally competent advocacy skills and health messages to encourage others to adopt healthy behaviors.

- a. Debate a health issue using evidence-based information.
- b. Design strategies that will influence and support others to make positive health choices.
- c. Collaborate with others to advocate for the personal health and well-being of individuals, families, and schools.
- d. Analyze ways in which health messages and communication methods can be delivered for all audiences.

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High School Health Education

Course 17.01100

Students in high school demonstrate comprehensive health knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.

HE H.S.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. High school students will demonstrate patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will describe the interrelationships of emotional, physical, social, and intellectual health and how their surroundings can impact each aspect of health. Students will evaluate established health behavior theories and models.

- a. Predict how health behaviors can affect health status.
- b. Describe the relationship between personal health and well-being.
- c. Analyze how the environment and personal health are interrelated.
- d. Analyze how genetics and family history can affect personal health.
- e. Propose ways to reduce or prevent injuries and health problems.
- f. Analyze the relationship between access to health care and health status.
- g. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- h. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors (i.e., alcohol/drug use leading to violence, not wearing a helmet, cell phone use when driving).
- i. Analyze the potential consequences of sexual activity on personal health and well-being (physical, mental, social, legal, and financial consequences).
- j. Describe best practices for nutrition through the life cycle (e.g., breastfeeding, dieting, MyPlate).
- k. Describe the interrelationship of having a traumatic physical injury on a person's social and emotional health.
- l. Summarize ways to reduce injuries (e.g., safety hazards, poisoning, water safety, injuries, sports, firearms, and hazards in the home, school, and community).
- m. Describe the process for responding to an emergency (e.g., cardiopulmonary resuscitation (CPR). & automated external defibrillator (AED)).
- n. Describe the interrelationships of emotional, intellectual, physical, and social health (i.e., cyberbullying, prejudice, discrimination, racism, sexism, hate crimes).
- o. Analyze the concept of consent to include that a person who has been sexually assaulted or raped is not at fault, and the incident should be reported to a trusted adult.
- p. Identify signs and situations that contribute to Human Trafficking.
- q. Describe where to report concerns and seek out help concerning Human Trafficking.

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- r. Explain the Georgia court system process for juvenile offenders (e.g., explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the decision to transfer to adult court is made, and the possible consequences).

HE H.S.2: Students will analyze the positive and negative influences of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the positive and negative influence of family, peers, culture, media, technology, and other factors on health behaviors. High school students will analyze a variety of positive and negative influences within society. Students will identify the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms. Students will analyze how policies and regulations influence health promotion and risk reduction.

- a. Analyze how the family, culture, and environment influence the health of individuals.
- b. Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- c. Analyze how peers influence healthy and unhealthy behaviors.
- d. Evaluate how the school and community can affect personal health practices and behavior.
- e. Evaluate the effect of media on personal and family health.
- f. Evaluate the impact of technology on personal, family, and community health.
- g. Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- h. Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.
- i. Analyze how public health policies and government regulations can influence health promotion and disease prevention.

HE H.S.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Description: Students will access valid health information and health-promoting products and services. High school students will critique the validity of health information, health-promoting products, and services to prevent and detect health problems. Using critical thinking and analysis skills, high school students will be able to assess the validity of health information and products and services used in the prevention, early detection, and treatment of health problems.

- a. Critique the validity of health information, products, and services
- b. Investigate the accessibility of products and services that enhance health.
- c. Utilize resources from school and community to access valid health information.

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HE H.S.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: The student will use effective communication skills to enhance personal, family, and community health. High school students will demonstrate effective verbal and nonverbal communication skills to develop and maintain healthy relationships. Students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

- a. Demonstrate effective communication with family, peers, and others to enhance health.
- b. Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.
- c. Demonstrate how to ask for and offer assistance to enhance the health of self and others.

HE H.S.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. High school students will apply comprehensive decision-making processes in a variety of situations to enable them to collaborate with others to improve the quality of life now and in the future.

- a. Determine the barriers to making a positive, healthy decision.
- b. Develop and apply a decision-making process to a health-related situation.
- c. Explain when individual or collaborative decision making is appropriate.
- d. Describe evidence-based choices to health-related issues or problems.
- e. Analyze the potential short-term and long-term impact of each decision on self and others.
- f. Explain how decisions can negatively and positively impact personal health and well-being.
- g. Compare and contrast the short- and long-term outcomes of health-related decisions.

HE H.S.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. High school students will construct short-term and long-term health goals based on personal needs. In addition, they will design, implement, and evaluate critical steps to achieve these goals.

- a. Identify health goals based on an evaluation of personal health and health needs.
- b. Develop a personal health action plan to address health goals.
- c. Analyze barriers and solutions to achieving health goals.
- d. Monitor progress in achieving short-term and long-term personal health goals.

Health Education Georgia Standards of Excellence

HE H.S.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. High school students will model health-enhancing behaviors to prevent injuries, diseases, and disorders. Students will practice strategies for reducing harmful and risk-taking behaviors now and in the future.

- a. Demonstrate individual responsibility for improving personal health (e.g., log data, journal, schedule, role play).
- b. Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.
- c. Model behaviors to avoid or reduce health risks to self and/or others (e.g., abstinence, avoid risky behaviors).

HE H.S.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: The students will demonstrate the ability to advocate for personal, family, and community health by creating health-enhancing messages and encourage others to adopt healthy behaviors. High school students will act as a health resource by communicating valid information about health issues. Students will demonstrate advocacy skills to encourage others to acquire health-enhancing behaviors.

- a. Analyze current unhealthy trends to create accurate health-enhancing messages promoting positive health behaviors (e.g., electronic nicotine devices, texting while driving).
- b. Model strategies to influence and support others to make positive health choices (e.g., led by example).
- c. Coordinate with others to advocate for improving personal, family, and community health.
- d. Create health messages and communication techniques to target specific audiences.
- e. Advocate for tolerance, acceptance, and social consciousness of differences in others.