



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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Health Education Georgia Standards of Excellence

O.C.G.A. § 20-2-143

Copy Citation

Current through the 2019 Regular Session of the General Assembly and HB 276 and HB 444 of the 2020 Regular Session of the General Assembly

§ 20-2-143. Sex education and AIDS prevention instruction; implementation; student exemption

(a) Each local board of education shall prescribe a course of study in sex education and AIDS prevention instruction for such grades and grade levels in the public school system as shall be determined by the State Board of Education. Such course of study shall implement either the minimum course of study provided for in subsection (b) of this Code section or its equivalent, as approved by the State Board of Education. Each local board of education shall be authorized to supplement and develop the exact approach of content areas of such minimum course of study with such specific curriculum standards as it may deem appropriate. Such standards shall include instruction relating to the handling of peer pressure, the promotion of high self-esteem, local community values, the legal consequences of parenthood, and abstinence from sexual activity as an effective method of prevention of pregnancy, sexually transmitted diseases, and acquired immune deficiency syndrome.

(b) The State Board of Education shall prescribe a minimum course of study in sex education and AIDS prevention instruction which may be included as a part of a course of study in comprehensive health education for such grades and grade levels in the public school system as shall be determined by the state board and shall establish standards for its administration. The course may include instruction concerning human biology, conception, pregnancy, birth, sexually transmitted diseases, and acquired immune deficiency syndrome. The course shall include instruction concerning the legal consequences of parenthood, including, without being limited to, the legal obligation of both parents to support a child and legal penalties or restrictions upon failure to support a child, including, without being limited to, the possible suspension or revocation of a parent's driver's license and occupational or professional licenses. The course shall also include annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grade nine. A manual setting out the details of such course of study shall be prepared by or approved by the State School Superintendent in cooperation with the Department of Public Health, the State Board of Education, and such expert advisers as they may choose.

(c) The minimum course of study to be prescribed by the State Board of Education pursuant to subsection (b) of this Code section shall be ready for implementation not later than July 1, 1988. Each local board shall implement either such minimum course of study or its equivalent not later than July 1, 1989. Any local board of education which fails to comply with this subsection shall not be eligible to receive any state funding under this article until such minimum course of study or its equivalent has been implemented.

(d) Any parent or legal guardian of a child to whom the course of study set forth in this Code section is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

CODE IDB 160-4-2-.12 (Language below is directly from RULE)

160-4-2-.12 COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION PROGRAM

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

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PLAN.

(1) DEFINITIONS.

(a) **Alcohol and other drug use education** – a planned program of instruction that provides information about the use, misuse and abuse of alcohol, tobacco, legal and illegal drugs.

(b) **Disease prevention education** – a planned program of instruction that provides information on how to prevent chronic and infectious diseases, including sexually transmitted diseases.

(c) **Psychomotor skills** – skills that use hands-on practice to support cognitive learning for cardiopulmonary resuscitation (CPR) and use of an automated external defibrillator (AED).

(d) **Sex education/AIDS education** – a planned program that shall include instruction relating to the handling of peer pressure, promotion of high self-esteem, local community values, and abstinence from sexual activity as an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases. This instruction shall emphasize abstinence from sexual activity until marriage and fidelity in marriage as important personal goals.

(e) **Fitness assessment program** – annual assessment measuring and reporting health related fitness in the areas of aerobic capacity, body composition, flexibility, muscular strength, and muscular endurance.

(2) REQUIREMENTS.

(a) The local board of education shall develop and implement an accurate, comprehensive health and physical education program that shall include information and concepts in the following areas.

1. Alcohol and other drug use
2. Disease prevention
3. Environmental health
4. Nutrition
5. Personal health
6. Sex education/AIDS education
7. Safety

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

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8. Mental health
9. Growth and development
10. Consumer health
11. Community health
12. Health careers
13. Family living
14. Motor skills
15. Physical fitness
16. Lifetime sports
17. Outdoor education
18. Fitness assessment

(b) Each school containing any grade K-5 shall provide a minimum of 90 contact hours of instruction at each grade level K-5 in health and physical education.

(c) Each school containing any grade 6-12 shall make available instruction in health and physical education.

(d) Each school containing any grade K-12 shall provide alcohol and other drug use education on an annual basis at each grade level.

(e) Each local board of education shall develop procedures to allow parents and legal guardians to exercise the option of excluding their child from sex education and AIDS prevention instructional programs.

1. Sex education and AIDS education shall be a part of a comprehensive health program.

2. Sex education shall also include annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grade 9.

3. Prior to the parent or legal guardian making a choice to allow his or her child or ward to take the specified unit of instruction, he or she shall be told what instruction is to be provided and have the opportunity to review all instructional materials to be used, print and nonprint. Any parent or legal guardian of a child to whom a course of study in sex education is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

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(f) Each local board of education shall establish a committee to review periodically sex/AIDS education instructional materials and make recommendations concerning age/grade level use. Recommendations made by the committee shall be approved by the local board of education before implementation. The committee shall be composed primarily of nonteaching parents who have children enrolled in the local public schools and who represent the diversity of the student body augmented by others such as educators, health professionals and other community representatives. The committee shall also include a male and female student currently attending the 11th or 12th grade in the public schools.

(g) Beginning in the 2011-2012 school year, each local school system shall conduct an annual fitness assessment program, as approved and funded by the State Board of Education, one time each school year for students in grades one through 12, to be conducted only during a physical education course that is taught by a certificated physical education teacher in which a student is enrolled. Such assessments shall include methods deemed by the State Board of Education as appropriate to ascertain levels of student physical fitness. Each local school system shall report the individual results of the fitness assessment to the parent or guardian of each student assessed and the aggregate results of the fitness assessments by school to the State Board of Education annually in a format approved and funded by the State Board of Education. The minimum required contents of the report shall be determined by the State Board of Education.

(h) Beginning in the 2013-2014 school year, each local board of education which operates a school with grades nine through 12 shall provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to its students as a requirement within one of the required health or physical education courses (Health (17.011), Health and Personal Fitness (36.051), or Advanced Personal Fitness (36.061)) to satisfy this requirement. Such instruction shall incorporate the psychomotor skills necessary to perform cardiopulmonary resuscitation and to use an automated external defibrillator. Each local board of education shall report adherence to this requirement as determined by the Georgia Department of Education. The instructional program shall include either of the following:

1. An instructional program developed by the American Heart Association or the American Red Cross, or
2. An instructional program which is nationally recognized and is based on the most current national evidence based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator.

Authority O.C.G.A. §§ 20-2-142(b), (c); 20-2-143; 20-2-149.1; 20-2-777.

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

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History

Code 1981, § 20-2-143, enacted by Ga. L. 1988, p. 868, § 1; Ga. L. 1998, p. 600, § 1; Ga. L. 2009, p. 453, § 1-4/HB 228; Ga. L. 2011, p. 705, § 6-3/HB 214; Ga. L. 2018, p. 747, § 2A/SB 401; Ga. L. 2019, p. 1056, § 20/SB 52.

State Board of Education Rule

Code: IDB

160-4-2-.12 COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION PROGRAM PLAN.

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- (c) Psychomotor skills – skills that use hands-on practice to support cognitive learning for cardiopulmonary resuscitation (CPR) and use of an automated external defibrillator (AED).
- (d) Sex education/AIDS education – a planned program that shall include instruction relating to the handling of peer pressure, promotion of high self-esteem, local community values, and abstinence from sexual activity as an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases. This instruction shall emphasize abstinence from sexual activity until marriage and fidelity in marriage as important personal goals.
- (e) Fitness assessment program – annual assessment measuring and reporting health related fitness in the areas of aerobic capacity, body composition, flexibility, muscular strength, and muscular endurance.

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(a) The local board of education shall develop and implement an accurate, comprehensive health and physical education program that shall include information and concepts in the following areas.

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4. Nutrition
5. Personal health
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7. Safety
8. Mental health
9. Growth and development
10. Consumer health
11. Community health
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16. Lifetime sports

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1. Sex education and AIDS education shall be a part of a comprehensive health program.

2. Sex education shall also include annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grade 9.

3. Prior to the parent or legal guardian making a choice to allow his or her child or ward to take the specified unit of instruction, he or she shall be told what instruction is to be provided and have the opportunity to review all instructional materials to be used, print and nonprint. Any parent or legal guardian of a child to whom a course of study in sex education is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

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- 3 cardiopulmonary resuscitation and the use of an automated external defibrillator.

Authority O.C.G.A. §§ 20-2-142(b), (c); 20-2-143; 20-2-149.1; 20-2-777. Adopted: August 23, 2018
Effective: September 12, 2018

Note: As the topic of sex education comes under the purview of local boards of education, such standards listed below may be removed from instruction in as they may come into conflict with a local course of study.

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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.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Kindergarten students will identify and apply healthy behaviors.		
HEK.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HEK.1.a	Identify healthy behaviors.	Example <ul style="list-style-type: none"> • Physical activity (various forms of exercise) • Nutritious food (food pyramid) • Beverage choices (water v. soft drink) • Personal hygiene (bathing, brushing teeth)
HEK.1.b	Recognize potentially harmful substances.	Example <ul style="list-style-type: none"> • Tobacco products • Household chemicals and medication
HEK.1.c	Identify safety hazards.	Example <ul style="list-style-type: none"> • Fire • Vehicles (crossing the street, seatbelts) • Water safety • Firearms

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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.		
HEK.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
	Expectations	Evidence of Student Learning
HEK.2.a	Identify how family, peers, and cultural factors influence personal health and well-being.	Example <ul style="list-style-type: none"> • Walking the dog • Playing sports • Personal hygiene
HEK.2.b	Identify what the school can do to support personal health practices.	Example <ul style="list-style-type: none"> • Identify the kinds of healthy foods served by the school cafeteria • Discuss the purpose of school playground rules

Description: Kindergarten students will identify trusted adults who can assist them in enhancing personal health and well-being.		
HEK.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
	Expectations	Evidence of Student Learning
HEK.3.a	Identify types of trusted adults and professionals as resources for health information.	Example <ul style="list-style-type: none"> • Family • Doctor • Nurse • Police Officer
HEK.3.b	Identify specific health professionals in the school and community.	Example <ul style="list-style-type: none"> • School Nurse • Counselor • Resource Officer

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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.		
HEK.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HEK.4.a	Examine ways to express feelings in a healthy way.	Example <ul style="list-style-type: none"> • Talking in a normal voice, not yelling • Solving conflicts peacefully
HEK.4.b	Demonstrate listening skills to enhance health.	Example <ul style="list-style-type: none"> • Look at the person talking
HEK.4.c	Recognize ways to respond when in an unwanted, threatening, or dangerous situation.	Example <ul style="list-style-type: none"> • Not talking to strangers • Understanding fire safety
HEK.4.d	Discuss ways to tell a trusted adult if threatened or harmed.	Example <ul style="list-style-type: none"> • Talk to a teacher or school counselor about a bully, harassment, or a frightening situation

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. Students will become familiar with basic decision-making model/models.		
HEK.5: Students will demonstrate the ability to use decision-making skills to enhance health.		
	Expectations	Evidence of Student Learning
HEK.5.a	Identify health-related situations.	Example <ul style="list-style-type: none"> • Food choice • Personal hygiene • Safety
HEK.5.b	Use a decision-making model in a health-related situation.	Example <ul style="list-style-type: none"> • Sample Model Step 1: Identify the situation Step 2: Brainstorm the options Step 3: Seek help or assistance if needed Step 4. Make a decision Step 5: Describe the outcome
HEK.5.c	Identify people who can assist in problem-solving and decision making.	Example <ul style="list-style-type: none"> • Parent/Guardian • Teacher • School Counselor

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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.		
HEK.6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
	Expectations	Evidence of Student Learning
HEK.6.a	Identify a personal health goal.	Example <ul style="list-style-type: none"> • Walk 30 minutes a day • Drink water
HEK.6.b	Identify family members or trusted adults who can assist with achieving a short-term health goal	Example <ul style="list-style-type: none"> • Parent/Guardian • School Nurse/teacher

Description: Students will demonstrate healthy practices and behaviors. Kindergarten students will safely participate in activities that enhance personal health.		
HEK.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HEK.7.a	Demonstrate healthy behaviors that improve personal health and wellness.	Example <ul style="list-style-type: none"> • Proper hydration (Drink water often) • Oral hygiene (Brush your teeth) • Moderate to vigorous physical activity
HEK.7.b	Demonstrate healthy behaviors that prevent injuries.	Example <ul style="list-style-type: none"> • Wearing a bicycle helmet • Keeping shoes tied • Maintaining a safe personal space

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Health Education Georgia Standards of Excellence

<p>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.</p>		
<p>HEK.8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>		
	Expectations	Evidence of Student Learning
HEK.8.a	Seek assistance to promote personal health.	<p>Example</p> <ul style="list-style-type: none"> • Ask for help when being teased or bullied. • Request healthier snack options
HEK.8.b	Encourage peers to make positive health choices.	<p>Example</p> <ul style="list-style-type: none"> • Remind others to cover the 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 body 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 themselves, others, and the environment.

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.		
HE1.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE1.1.a	Identify how healthy behaviors impact personal health and wellness.	Example <ul style="list-style-type: none"> • Physical activity • Using medications as prescribed • Being a good friend
HE1.1.b	Identify ways to prevent the spreading of germs and communicable diseases.	Example <ul style="list-style-type: none"> • Washing hands • Covering cough/sneeze • Avoiding bodily fluids
HE1.1.c	Recognize potentially harmful substances.	Example <ul style="list-style-type: none"> • Tobacco products • Medications • Household chemicals
HE1.1.d	Identify appropriate ways to express and deal with emotions and feelings.	Example <ul style="list-style-type: none"> • Physical activity (various forms of exercise) • Nutritious food (food pyramid) • Beverage choices (water v. soft drink) • Personal hygiene (bathing, brushing teeth)
HE1.1.e	Identify and describe situations that could cause injury.	Example <ul style="list-style-type: none"> • Not wearing a seatbelt • Not wearing a bicycle helmet • Not following school bus safety rules • Swimming without adult supervision

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HE1.1.f	Identify the importance of respecting the personal space and boundaries of others.	Example <ul style="list-style-type: none"> • Teasing • Bullying • Physical touch
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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.

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

	Expectations	Evidence of Student Learning
HE1.2.a	Identify how family, peers, and cultural factors influence personal health and well-being	Example <ul style="list-style-type: none"> • Walking the dog • Playing sports • Resolving conflict
HE1.2.b	Identify what the school can do to support personal health practices.	Example <ul style="list-style-type: none"> • Playground rules • Cafeteria choices • School events
HE1.2.c	Explain how media and technology may influence health-related behaviors.	Example <ul style="list-style-type: none"> • Positive influence: pedometers to count steps • Negative influence: too much screen time decreases physical activity time
HE1.2.d	Identify internal factors that affect personal health.	Example <ul style="list-style-type: none"> • Emotions • Personal preferences

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

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

	Expectations	Evidence of Student Learning
HE1.3.a	List the roles and responsibilities of professionals who assist with enhancing health and well-being.	Example <ul style="list-style-type: none"> • Doctor to take care of medical needs • Nurses take care of medical needs • Police officers provide safety for communities

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HE1.3.b	Identify specific health professionals in the school and community.	Example <ul style="list-style-type: none"> • School Nurse • Counselor
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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.

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

	Expectations	Evidence of Student Learning
HE1.4.a	Recognize ways to respond when in an unwanted, threatening, or dangerous situation.	Example <ul style="list-style-type: none"> • Talking in a normal voice, not yelling • Solve conflicts without hitting people
HE1.4.b	Discuss ways to tell a trusted adult if threatened or harmed.	<ul style="list-style-type: none"> • Tell the trusted adult you have something important to discuss. • Tell the adult all that you need to share

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 to make health-enhancing decisions.

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

	Expectations	Evidence of Student Learning
HE1.5.a	Identify and describe opportunities to enhance personal health and well-being.	<ul style="list-style-type: none"> • Food choices • Exercise choices • Kind word choices
HE1.5.b	Identify people who can help solve problems and make decisions.	Example <ul style="list-style-type: none"> • Parent/Guardian • Teacher • School Counselor

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Health Education Georgia Standards of Excellence

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.		
HE1.6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
	Expectations	Evidence of Student Learning
HE1.6.a	Identify actions needed to achieve a short-term personal health goal.	Example <ul style="list-style-type: none"> • Walk 30 minutes a day • Plan to drink water
HE1.6.b	Identify individuals other than your family who can assist you in achieving health goals.	Example <ul style="list-style-type: none"> • Physical education teacher • School nurse

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.		
HE1.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE1.7.a	Practice behaviors to enhance personal health and wellness.	Example <ul style="list-style-type: none"> • Choose healthy snack options • Breathe deeply when stressed
HE1.7.b	Model behaviors that reduce health risks.	Example <ul style="list-style-type: none"> • Keep shoes tied • Maintain a safe personal space

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.		
HE1.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE1.8.a	Seek assistance or make requests to promote personal health and wellbeing.	Example <ul style="list-style-type: none"> • Ask for help resolving conflict
HE1.8.b	Encourage peers to make positive health choices.	Example <ul style="list-style-type: none"> • Remind others to wash hands • Encourage being active during recess • Ask others to talk positively about classmates

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Health Education Georgia Standards of Excellence

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 to reduce or avoid conflict.

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.		
HE2.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE2.1.a	Describe healthy behaviors that promote personal health, wellness, and disease prevention.	Example <ul style="list-style-type: none"> • Germ prevention • Hygiene
HE2.1.b	Describe why avoiding potentially harmful substances is a healthy practice.	Example <ul style="list-style-type: none"> • Tobacco • Alcohol • Household chemicals
HE2.1.c	Recognize potentially harmful situations, behaviors, and environments.	Example <ul style="list-style-type: none"> • Food safety precautions • Gun safety • Seat belt use • Bus safety
HE2.1.d	Recognize the relationship between feelings and behavior and engage in activities that promote mental and emotional health.	Example <ul style="list-style-type: none"> • Exercise • Deep breathing • Music • Talking to friend
HE2.1.e	Identify proper nutrition that provides energy to help the body grow and develop.	Example <ul style="list-style-type: none"> • Drink water regularly • Food groups • Healthy snacks
HE2.1.f	Identify the characteristics of bullying and develop skills to respond appropriately.	Example <ul style="list-style-type: none"> • Identifying physical or verbal aggressive behavior • Identify cyberbullying • Responding appropriately to bullying • Don't be a bystander be an upstander to bullying

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Health Education Georgia Standards of Excellence

HE2.1.g	Understand proper names for all body parts and identify healthy and appropriate boundaries around physical touch.	<p>Example</p> <ul style="list-style-type: none"> • Everyone has the right to say “no” to touch

Description: Students will describe 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.

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

	Expectations	Evidence of Student Learning
HE2.2.a	Discuss how the family, peers, and cultural factors influence personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> • Friend’s encouragement to go for a bike ride
HE2.2.b	Discuss how the media and technology can impact health behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Television commercials for unhealthy snack food during children centered programs
HE2.2.c	Compare the difference between internal and external factors that affect personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> • Internal: desire to eat fresh fruit • External: advertisements make unhealthy snacks looks appealing

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.

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

	Expectations	Evidence of Student Learning
HE2.3.a	Identify trusted adults and professionals who can help promote health.	<p>Example</p> <ul style="list-style-type: none"> • Family • Doctor • Nurse • Police Officer
HE2.3.b	Identify ways to locate school and community health helpers.	<p>Example</p> <ul style="list-style-type: none"> • Ask a school nurse, counselor, or trusted adult

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HE2.3.c	Explain the roles and responsibilities of health professionals in the school and community who can assist with enhancing health.	Example <ul style="list-style-type: none"> • Nurse • Doctor
HE2.3.d	Identify and explain health-promoting products.	Example <ul style="list-style-type: none"> • Personal hygiene products • Injury prevention, • Safety products -bicycle helmet

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.

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

	Expectations	Evidence of Student Learning
HE2.4.a	Demonstrate healthy ways to express needs, wants, and feelings.	Example <ul style="list-style-type: none"> • Talking in a normal voice, not yelling • Solve problems without hitting
HE2.4.b	Demonstrate and apply communication skills to enhance health.	Example <ul style="list-style-type: none"> • Body language • Eye contact • Effective listening
HE2.4.c	Demonstrate the ability to identify verbal and nonverbal communication.	Example <ul style="list-style-type: none"> • Verbal: tone and volume • Non-verbal: body language

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.

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

	Expectations	Evidence of Student Learning
HE2.5.a	Identify situations that need a health-related decision.	Example <ul style="list-style-type: none"> • Making snack choices
HE2.5.b	Identify how family, peers, or media influence a health-related decision.	Example <ul style="list-style-type: none"> • Commercials that tell you the benefits of brushing your teeth

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Health Education Georgia Standards of Excellence

HE2.5.c	Explain the potential positive and negative outcomes of health-related decisions.	<p>Example</p> <ul style="list-style-type: none"> • Positive: go for a bike ride with a friend and get exercise • Negative: stay home and play video games instead of exercise
HE2.5.d	Describe when help is needed to make a healthy decision.	<p>Example</p> <ul style="list-style-type: none"> • When someone can be hurt or harmed
HE2.5.e	Identify and describe opportunities to enhance personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> • Playground conflicts • Bullying • Peer pressure
HE2.5.f	Identify and describe people who can help assist in problem-solving and decision making.	<p>Example</p> <ul style="list-style-type: none"> • Parent/Guardian • Teacher • School Counselor

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.

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

	Expectations	Evidence of Student Learning
HE2.6.a	Identify a personal health goal.	<p>Example</p> <ul style="list-style-type: none"> • Walk 30 minutes a day • Drink water
HE2.6.b	Implement actions to achieve a short-term personal health goal.	<p>Example</p> <ul style="list-style-type: none"> • Brush your teeth each morning
HE2.6.c	Discuss and apply personal health behaviors to achieve goals.	<p>Example</p> <ul style="list-style-type: none"> • Discuss with a parent or trusted adult
HE2.6.d	Identify individuals who can assist in helping achieve a personal health goal.	<p>Example</p> <ul style="list-style-type: none"> • School nurse • School counselor • Parents

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Health Education Georgia Standards of Excellence

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.		
HE2.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE2.7.a	Demonstrate healthy practices and behaviors to maintain or improve personal health.	Example <ul style="list-style-type: none"> • Proper hydration • Oral hygiene • Moderate to vigorous physical activity
HE2.7.b	Demonstrate behaviors that avoid or reduce health risks.	Example <ul style="list-style-type: none"> • Bicycle safety • Prevent the transmission of head lice • Keeping shoes tied

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 healthy behaviors.		
HE2.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE2.8.a	Advocate for health and wellness with family and community.	Example <ul style="list-style-type: none"> • Healthy food options • Seat belt use • Tobacco prevention • Physical activity
HE2.8.b	Role model and encourage peers to make positive choices.	Example <ul style="list-style-type: none"> • Remind others to cover nose and mouth when sneezing • Ask classmates to join in physical activities

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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.

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.		
HE3.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE3.1.a	Identify situations when professional health care or emergency help for self or others is needed.	Example <ul style="list-style-type: none"> • Self-harm prevention • Chronic and communicable diseases
HE3.1.b	Identify and apply healthy eating habits.	Example <ul style="list-style-type: none"> • Healthy snacking • Drink water and avoid sugary drinks
HE3.1.c	Prevent and manage emotional stress and anxiety in healthy ways.	Example <ul style="list-style-type: none"> • Dance • Listen to music • Go for a bicycle ride • Talk to a trusted adult
HE3.1.d	Distinguish the short and long-term physical effects of use and/or misuse of substances.	Example <ul style="list-style-type: none"> • Smoking and bad breath • Smoking and damage to lungs
HE3.1.e	Identify behaviors that show respect for themselves and others.	Example <ul style="list-style-type: none"> • Washing hands • Covering mouth when coughing
HE3.1.f	Identify appropriate and inappropriate touches and how to disclose to a trusted adult.	Example <ul style="list-style-type: none"> • Touch that feels uncomfortable is inappropriate

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Health Education Georgia Standards of Excellence

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.		
HE3.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
	Expectations	Evidence of Student Learning
HE3.2.a	Discuss how family and cultural factors influence personal health and well-being.	Example <ul style="list-style-type: none"> • Food choices • Free time activity choices
HE3.2.b	Identify how peers can influence healthy and unhealthy behaviors.	Example <ul style="list-style-type: none"> • Friends' encouragement to go for a bike ride
HE3.2.c	Identify consumer influences.	Example <ul style="list-style-type: none"> • Media • Advertising • Technology

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.		
HE3.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
	Expectations	Evidence of Student Learning
HE3.3.a	Identify the characteristics of valid health information, products, and services.	Example <ul style="list-style-type: none"> • Internet reliable source • Source not trying to sell a product
HE3.3.b	List resources from home, school, and community that provide valid health information.	Example <ul style="list-style-type: none"> • Service agencies • School personnel • Family members

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Health Education Georgia Standards of Excellence

<p>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.</p>		
<p>HE3.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>		
	Expectations	Evidence of Student Learning
HE3.4.a	Discuss and demonstrate how speaking and listening skills can be used to build and maintain healthy relationships.	<p>Example</p> <ul style="list-style-type: none"> Talking in a normal voice, not yelling Look at the person speaking
HE3.4.b	Recognize the causes of conflicts and apply effective nonviolent strategies to manage or resolve conflicts.	<p>Example</p> <ul style="list-style-type: none"> Select a model or combination of models. <p>Sample Model Step 1: Identify the conflict Step 2: Determine the consequence(s) Step 3: Choose a refusal strategy: avoid or leave the situation; say “no” firmly; give a reason, excuse, and state the consequences; change the subject; or suggest an alternative Step 4: Tell a trusted adult if needed</p>

<p>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.</p>		
<p>HE3.5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>		
	Expectations	Evidence of Student Learning
HE3.5.a	Identify and discuss health-related situations.	<p>Example</p> <ul style="list-style-type: none"> Know the fire escape route Inappropriate verbal and physical behaviors, and other boundary violations
HE3.5.b	Discuss situations when support is needed when making a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> A bully on the school bus
HE3.5.c	Discuss options and healthy choices when making decisions.	<p>Example</p> <ul style="list-style-type: none"> Select a model or combination of models: <p>Sample Model Step 1: Identify the decision. Step 2: Brainstorm the options Step 3: Seek help or assistance Step 4: Make a decision Step 5: Describe the outcome</p>

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Health Education Georgia Standards of Excellence

HE3.5.d	Indicate the possible consequences of each choice when making a health-related decision.	Example <ul style="list-style-type: none"> • Inadequate sleep • Dental care
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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.

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

	Expectations	Evidence of Student Learning
HE3.6.a	Select a personal long-term health goal and determine the actions needed to achieve the goal	Example <ul style="list-style-type: none"> • Establish morning and bedtime routines. • Set activity goals and keep an activity journal
HE3.6.b	Identify resources and individuals needed to assist in achieving a personal health goal.	Example <ul style="list-style-type: none"> • School nurse • School counselor • Parents • Websites like MYPLATE (https://www.choosemyplate.gov/)

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.

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

	Expectations	Evidence of Student Learning
HE3.7.a	Identify practices to reduce or prevent health risks.	Example <ul style="list-style-type: none"> • Proper hydration • Oral hygiene • Moderate to vigorous physical activity
HE3.7.b	Demonstrate healthy practices.	Example <ul style="list-style-type: none"> • Bicycle safety • Brushing and flossing • Hand washing
HE3.7.c	Commit to practicing healthy behaviors.	Example <ul style="list-style-type: none"> • Dental care

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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.		
HE3.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE3.8.a	Share accurate information about a health issue.	Example <ul style="list-style-type: none"> • Create a poster for the classroom
HE3.8.b	Encourage others to make positive health choices.	Example <ul style="list-style-type: none"> • Remind others to cover nose and mouth when sneezing • Ask classmates to join in physical activities

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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.

Description: Students will learn about 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.		
HE4.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE4.1.a	Recognize the relationship between healthy behaviors and disease prevention.	Example <ul style="list-style-type: none"> • Healthy eating • Physical activity • Sleep
HE4.1.b	Describe basic personal health concepts of healthy eating and physical activity.	Example <ul style="list-style-type: none"> • Healthy eating concepts • Physical activity and fitness concepts
HE4.1.c	Describe basic health concepts of mental and emotional well-being.	Example <ul style="list-style-type: none"> • Managing stress • Reducing anxiety • Promoting positive self-concept
HE4.1.d	Describe basic health concepts of personal hygiene and safety.	Example <ul style="list-style-type: none"> • Washing hands • Covering mouth when coughing
HE4.1.e	Distinguish the short and long-term physical effects of use and/or misuse of substances.	Example <ul style="list-style-type: none"> • Smoking products • Household products • Medicines
HE4.1.f	Identify trusted adults and when it might be important to seek professional health care or emergency help for themselves or others.	Example <ul style="list-style-type: none"> • Self-harm • Inappropriate touching

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Health Education Georgia Standards of Excellence

HE4.1.g	Predict the short and long-term effects of healthy choices on the multiple dimensions of health.	Example <ul style="list-style-type: none"> • Brushing teeth short term: fresh breath • Brushing teeth long term: fewer or no cavities
HE4.1.h	Describe ways to promote a safe and healthy community environment.	Example <ul style="list-style-type: none"> • Personal hygiene
HE4.1.i	Recognize times it might be important to seek professional health care or emergency help for self or others.	Example <ul style="list-style-type: none"> • Self-harm • Inappropriate touching

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.

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

	Expectations	Evidence of Student Learning
HE4.2.a	Examine the influence of culture on health practices and behaviors.	Example <ul style="list-style-type: none"> • Food choices • Free time activity choices
HE4.2.b	Describe how the school and community can support personal health practices and behaviors.	Example <ul style="list-style-type: none"> • Friend’s encouragement to go for a bike ride
HE4.2.c	Compare how technology and media can influence personal health.	Example <ul style="list-style-type: none"> • Commercials • Music • Movies • Books • Social media?

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.

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

	Expectations	Evidence of Student Learning
HE4.3.a	Identify the characteristics of valid health information, products, and services.	Example <ul style="list-style-type: none"> • Internet source may be a .org or .edu • Not trying to sell a product

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HE4.3.b	List resources from home, school, and community that provide valid health information.	Example <ul style="list-style-type: none"> • Service agencies • School personnel • Family members
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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.

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

	Expectations	Evidence of Student Learning
HE4.4.a	Describe the characteristics of valid health information, products, and services.	Example <ul style="list-style-type: none"> • Current information • A reliable source of information
HE4.4.b	Describe the services that school, family, and community provide concerning personal health.	Example <ul style="list-style-type: none"> • School nurse • School counselor • Nutrition

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.

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

	Expectations	Evidence of Student Learning
HE4.5.a	Explain a situation that may require a thoughtful health-related decision.	Example <ul style="list-style-type: none"> • Being lost • Avoiding luring tactics
HE4.5.b	Describe the possible consequences of an unhealthy decision and healthy alternatives when making a health-related decision.	Example <ul style="list-style-type: none"> • Brushing or not brushing your teeth • Wearing a bicycle helmet or not wearing one
HE4.5.c	Determine when or if help is needed to make a health-related decision.	Example <ul style="list-style-type: none"> • Someone is in danger • Harmful situation

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HE4.5.d	Determine a healthy choice when making a decision.	<p>Example</p> <ul style="list-style-type: none"> • Use model or combination of models with a health choice situation <p>Sample Model</p> <p>Step 1: Identify the decision Step 2: Brainstorm the options Step 3: Seek help or assistance Step 4: Make a decision Step 5: Describe the outcome</p>
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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 that can assist them with their goals.

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

	Expectations	Evidence of Student Learning
HE4.6.a	Identify a personal health goal.	<p>Example:</p> <ul style="list-style-type: none"> • Nutrition • Safety • Relationship
HE4.6.b	Develop an action plan for a health goal.	<p>Example:</p> <ul style="list-style-type: none"> • Journaling • Health tracker • Support person
HE4.6.c	Discuss whether the goal was achieved.	<p>Example:</p> <ul style="list-style-type: none"> • Reflect on success or limits to meeting a personal health goal

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.

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

	Expectations	Evidence of Student Learning
HE4.7.a	Demonstrate a healthy behavior to improve personal health and wellness.	<p>Example</p> <ul style="list-style-type: none"> • First aid • Breathing techniques to reduce anxiety
HE4.7.b	Demonstrate behaviors to reduce health risks.	<p>Example</p> <ul style="list-style-type: none"> • Bicycle safety • Brushing and flossing • Hand washing

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Health Education Georgia Standards of Excellence

<p>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.</p>		
<p>HE4.8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>		
	Expectations	Evidence of Student Learning
HE4.8.a	Provide valid health information about a health issue.	Example <ul style="list-style-type: none"> • Personal hygiene
HE4.8.b	Advocate for positive health choices.	Example <ul style="list-style-type: none"> • Create a message with positive health themes such as brushing teeth or wearing sunblock; encourage friends and family to drink water

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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.

Description: Students will understand 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.		
HE5.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE5.1.a	Recognize the relationship between healthy behaviors and disease prevention.	Example <ul style="list-style-type: none"> • Being physically active • Dental care
HE5.1.b	Describe and apply the basic personal health concepts of healthy eating and physical activity.	Example <ul style="list-style-type: none"> • Balanced plate • Choosing non-sugary drinks • Daily activity
HE5.1.c	Describe and apply the basic health concept of mental and emotional well-being.	Example <ul style="list-style-type: none"> • Managing stress and anxiety
HE5.1.d	Describe and apply the basic health concept of personal hygiene and safety.	Example <ul style="list-style-type: none"> • Washing hands • Covering mouth when coughing
HE5.1.e	Distinguish the short and long-term physical effects of use and/or misuse of substances.	Example <ul style="list-style-type: none"> • Tobacco products • Vaping • Medicines
HE5.1.f	Identify trusted adults and when it might be important to seek health care or emergency help for themselves or others.	Example <ul style="list-style-type: none"> • Self-harm • Suicide prevention • Inappropriate touching

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Health Education Georgia Standards of Excellence

HE5.1.g	Identify the changes that occur during puberty.	Example <ul style="list-style-type: none"> • Physical changes
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Description: Students will understand 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.

HE5.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HE5.1.h	Distinguish between tattling, reporting aggression, bullying, cyberbullying, and violence (physical and/or sexual) and how to report these instances.	Example of how to distinguish: <ul style="list-style-type: none"> • Keep someone safe/get someone in trouble • Important/not important • Need adult help to solve/can solve by yourself
HE5.1.i	Identify strategies to avoid physical fighting and violence.	Example <ul style="list-style-type: none"> • List peaceful ways to resolve conflict

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 values, beliefs, and perceived norms as they relate to health behaviors.

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

	Expectations	Evidence of Student Learning
HE5.2.a	Evaluate the influence of family and peers on personal health behaviors and decisions.	Example <ul style="list-style-type: none"> • Food choices • Free time activity choices
HE5.2.b	Describe how the school and community can support personal health practices and behaviors.	Example <ul style="list-style-type: none"> • Areas for play and physical activity
HE5.2.c	Explain how media/technology influences thoughts, feelings, and health behaviors.	Example <ul style="list-style-type: none"> • Celebrity images in the media • Positive effects of healthy eating, exercising, and anti-drugs messaging • The positive and negative influences of images, messages, videos, music, language, and gestures

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Health Education Georgia Standards of Excellence

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.		
HE5.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
	Expectations	Evidence of Student Learning
HE5.3.a	Identify the characteristics of valid health information, products, and services.	Example <ul style="list-style-type: none"> • Reliable web information
HE5.3.b	Access resources from home, school, and community that provide valid health information.	Example <ul style="list-style-type: none"> • Service agencies • School personnel • Family members
HE5.3.c	Assess the characteristics of valid health information, products, and services.	Example <ul style="list-style-type: none"> • Current information and sources of information

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.		
HE5.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE5.4.a	Apply effective verbal and nonverbal communication skills to enhance health.	Example <ul style="list-style-type: none"> • Use appropriate facial expression • Align words and actions • Avoid I messages • Avoid blame
HE5.4.b	Model effective nonviolent strategies to manage or resolve conflicts.	Example <ul style="list-style-type: none"> • Remain calm • Be respectful • Do not escalate the conflict • Walk away
HE5.4.c	Demonstrate how to ask for assistance to enhance personal health and the health of others.	Example <ul style="list-style-type: none"> • Giving information during a 911 call

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Health Education Georgia Standards of Excellence

<p>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.</p>		
<p>HE5.5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>		
	Expectations	Evidence of Student Learning
HE5.5.a	Identify health-related situations that might require a thoughtful decision.	<p>Example</p> <ul style="list-style-type: none"> What to do when approached with an uncomfortable request or situation such as peer pressure to steal or damage property; take cigarettes, alcohol, or someone else's prescription drugs from a parent or peer
HE5.5.b	List healthy options and possible consequences to a health-related issue or problem.	<p>Example</p> <ul style="list-style-type: none"> Analyze your options when being pressured by peers to participate in dangerous activities; discuss the reasons for consulting parents or other trusted adults when having problems at school
HE5.5.c	Predict the potential outcomes of each option when making a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> Identify options for improving the health of one's environment such as recycling; research the advantages of life-long physical activities to reduce the obesity epidemic
HE5.5.d	Analyze when assistance is needed in making a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> Use a decision-making model or combination of models in a health choice situation <p>Sample Model Step 1: Identify the decision Step 2: Brainstorm the options Step 3: Seek help or assistance Step 4: Make a decision Step 5: Describe the outcome</p>
HE5.5.e	Choose a healthy option when making a decision.	<p>Example</p> <ul style="list-style-type: none"> Commit to choosing foods that are healthier options at a fast-food restaurant Commit to using the appropriate protective gear during physical activity
HE5.5.f	Describe the outcomes of a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> Discuss the consequences of spending too much time watching television or playing video games

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Health Education Georgia Standards of Excellence

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.		
HE5.6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
	Expectations	Evidence of Student Learning
HE5.6.a	Set a personal health goal and track progress toward its achievement.	Example <ul style="list-style-type: none"> • Journaling • Health tracker • Support person
HE5.6.b	Identify and utilize resources to assist in achieving a personal health goal.	Example <ul style="list-style-type: none"> • Parent • Friend • Coach

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.		
HE5.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Fried	Expectations	Evidence of Student Learning
HE5.7.a	Practice responsible personal health choices.	Example <ul style="list-style-type: none"> • Dental care • Seatbelt • Breathing techniques to reduce anxiety
HE5.7.b	Demonstrate a variety of healthy choices and behaviors to preserve or enhance personal health.	Example <ul style="list-style-type: none"> • Weather safety • Personal hygiene
HE5.7c	Model a variety of behaviors that prevent or decrease health risks to self and/or others	Example <ul style="list-style-type: none"> • Healthy eating • Stress relief techniques

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Health Education Georgia Standards of Excellence

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.		
HE5.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE5.8.a	Review accurate information and develop an opinion about a health issue.	Example <ul style="list-style-type: none"> • Reliable web sources • Reliable organizations such as the American Heart Association and USDA
HE5.8.b	Advocate for positive health choices.	Example <ul style="list-style-type: none"> • Create a message with positive health themes such as brushing teeth, wearing sunblock; encourage friends and family to drink water

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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.

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will understand 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.		
HE6.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE6.1.a	Compare how healthy behaviors and risk practices impact personal health.	Example <ul style="list-style-type: none"> • Being physically active • Dental care
HE6.1.b	Identify the interrelationships of emotional and social health in adolescence.	Example <ul style="list-style-type: none"> • Impulsive behavior • Confront a situation with calmness and confidence
HE6.1.c	Examine how one’s surroundings impact personal health and well-being.	Example <ul style="list-style-type: none"> • Recreational facilities where you live • Available healthy food options • Environment
HE6.1.d	Practice ways to reduce or prevent injuries.	Example <ul style="list-style-type: none"> • Awareness of toxic shock syndrome dangers and symptoms • Wear a seat belt • Swim in a safe, designated area
HE6.1.e	Identify how health care can promote personal health and well-being.	Example <ul style="list-style-type: none"> • Dental care • Sports physicals
HE6.1.f	Identify the benefits of practicing healthy behaviors.	Example <ul style="list-style-type: none"> • Less accidental injuries • Less stress

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HE6.1.g	Describe the consequences of engaging in unhealthy behaviors.	Example <ul style="list-style-type: none"> • Sick more often • Addiction
HE6.1.h	Explain the importance of choosing healthy foods and beverages.	Example <ul style="list-style-type: none"> • Healthy breakfast helps students throughout the day • Healthy foods support bone health • Water instead of sugary drinks support dental health

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will understand 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.

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

	Expectations	Evidence of Student Learning
HE6.1.i	Describe why household products are harmful if ingested or inhaled.	Example <ul style="list-style-type: none"> • Warnings on labels • Toxicity may be from ingested or inhaled
HE6.1.j	Differentiate short and long-term effects of alcohol, tobacco, and/or other drug use, including social and legal implications.	Example <ul style="list-style-type: none"> • Vaping • Opioids • Marijuana • Weight loss pills • Performance-enhancing drugs
HE6.1.k	Describe positive alternatives to using alcohol and other drugs.	Example <ul style="list-style-type: none"> • Sports • Volunteering to help in your community
HE6.1.l	Analyze the characteristics of healthy relationships.	Example <ul style="list-style-type: none"> • Mutual respect • Trust • Honesty • Compromise • Individuality • Good communication • Anger control • Understanding
HE6.1.m	Describe the short and long-term effects of engaging in risky behaviors. See O.C.G.A 20-2-143.	Example <ul style="list-style-type: none"> • Skateboarding without a helmet • Tobacco use

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<p>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.</p>		
<p>HE6.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>		
	Expectations	Evidence of Student Learning
HE6.2.a	Describe the influences on adolescence.	<p>Example</p> <ul style="list-style-type: none"> • Family • Community • Culture • Peers • Values • Media • Technology
HE6.2.b	Identify the influence of various cultures on health beliefs and practices.	<p>Example</p> <ul style="list-style-type: none"> • Research health beliefs and practices in different countries and time periods • Discuss differences in the expectations for healthy behaviors from different cultures
HE6.2.c	Explain how peers influence healthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Describe activity peers are involved in that could increase personal physical activity levels • Explain the influence of a helpful bystander when observing a classmate being bullied
HE6.2.d	Identify how the community can impact personal health practices and behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Identify service activities being offered in the community • Give examples of the programs provided at local businesses that help improve personal health
HE6.2.e	Illustrate how media messages influence health behaviors.	<p>Example</p> <ul style="list-style-type: none"> • An online advertisement's exposure linked to drinking behavior • Advertising for tobacco products is associated with susceptibility to cigarette smoking

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HE6.2.f	Explain the influence of technology on family health.	<p>Example</p> <ul style="list-style-type: none"> • Positive influence: help the family to reach each other in case of any trouble • Negative influence: may limit time for outdoor physical activities
HE6.2.h	Explain the harmful effects of explicit media, messaging, and images on self-esteem body image, and relationships.	<p>Example</p> <ul style="list-style-type: none"> • Messages • Videos • Music • Language • Gestures • Photographs • Text images
HE6.2.i	Identify norms that influence health behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Identify norms that impact healthy behaviors such as using safety belts • Drinking an adequate amount of water • Give examples of group norms that improve the physical, emotional, and social health of an individual
HE6.2.j	Compare how choices influence healthy and unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Choices in snack and meal selections • Choices in activities in free time • How to respond to peer pressure
HE6.2.k	Identify how school and public health policies can influence health promotion.	<p>Example</p> <ul style="list-style-type: none"> • School provision for physical activity • School bullying policy • Public health policy on vaccinations

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.

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

	Expectations	Evidence of Student Learning
HE6.3.a	Determine and examine the validity of health information, products, and services to prevent and detect health problems.	<p>Example</p> <ul style="list-style-type: none"> • Reliable/unreliable web information • Facts/opinions
HE6.3.b	Identify valid health information from home, school, and community that enhances health.	<p>Example</p> <ul style="list-style-type: none"> • Products • Services • Supports

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HE6.3.c	Determine the accessibility of products that enhance and promote health.	Example <ul style="list-style-type: none"> • Current information and source of information
HE6.3.d	Describe circumstances that may require professional health services and resources.	Example <ul style="list-style-type: none"> • Infections • Poisoning • Suspected violence against a child

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.

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

	Expectations	Evidence of Student Learning
HE6.4.a	Demonstrate effective verbal and nonverbal communication skills to enhance personal health and well-being.	Example <ul style="list-style-type: none"> • Use appropriate facial expression • Aligned with words and actions • Avoid I message • Avoid blame
HE6.4.b	Demonstrate effective conflict management or resolution strategies.	Example <ul style="list-style-type: none"> • Remain calm • Be respectful • Do not escalate the conflict • Walk away • Non-violent and non-verbal communication to help prevent violence

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Health Education Georgia Standards of Excellence

<p>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 whether a behavior is healthy or not and recognize unhealthy behaviors as posing a danger to well-being.</p>		
<p>HE6.5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>		
	Expectations	Evidence of Student Learning
HE6.5.a	Analyze influences in making an unhealthy or healthy choice.	<p>Example</p> <ul style="list-style-type: none"> • Does the influence foster: <ul style="list-style-type: none"> ○ Healthy behavior ○ Safe behavior ○ Legal behavior ○ What a parent or guardian would consider responsible behavior ○ Good character ○ Self-respect and respect for others
HE6.5b	Identify situations that may require a decision-making process.	<p>Example</p> <ul style="list-style-type: none"> • Bullying situation • Friends offer to try vaping product
HE6.5.c	Distinguish whether the individual should make decisions or if help should be sought.	<p>Example</p> <ul style="list-style-type: none"> • Safety • Possible harm to self or others • Legal considerations
HE6.5.d	Choose between healthy and unhealthy alternatives to health-related situations.	<p>Example</p> <ul style="list-style-type: none"> • Use model or combination of models with a health choice situation • Sample Model Step 1: Identify the decision Step 2: Brainstorm the options Step 3: Seek help or assistance Step 4: Make a decision Step 5: Describe the outcome
HE6.5.e	Study the potential short-term consequences of healthy and unhealthy alternatives on self and others.	<p>Example</p> <ul style="list-style-type: none"> • Nutrition and personal food choices • Dental care • Physical activity versus screen time
HE6.5.f	Decide which alternatives are healthy when making a decision.	<p>Example</p> <ul style="list-style-type: none"> • Review options • Seek help or research alternatives • Decide is the option a positive for emotional or physical health
HE6.5.g	Predict the outcomes of a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> • Physical activity outcomes are feeling better, improve cardio fitness, improve concentration, can be enjoyed with friends

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<p>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.</p>		
<p>HE6.6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p>		
	Expectations	Evidence of Student Learning
HE6.6.a	Assess personal health practices.	<p>Example</p> <ul style="list-style-type: none"> • Disease risk • Personal hygiene • Eating habits • Safety behaviors
HE6.6.b	Choose a personal health practice with a goal for adoption.	<p>Example</p> <ul style="list-style-type: none"> • Journaling • Health tracker • Support person •
HE6.6.c	Develop a plan to achieve a personal health goal.	<p>Example</p> <ul style="list-style-type: none"> • Select a goal-setting model <p>Sample Model</p> <ol style="list-style-type: none"> 1. Write clear and measurable goals 2. Create a specific action plan 3. Read your goals and visualize yourself accomplishing them. 4. Reflect on your progress 5. Revise if needed. 6. Celebrate accomplishments
HE6.6.d	Explain how personal health goals can vary with changing priorities.	<p>Example</p> <ul style="list-style-type: none"> • The level of fitness needed to be on the track team increases priority for the level of intensity of fitness activities

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<p>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 their 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.</p>		
<p>HE6.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>		
Fried	Expectations	Evidence of Student Learning
HE6.7.a	Identify the importance of accepting responsibility for personal health behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Discuss consequences for health behaviors <ul style="list-style-type: none"> ◦ Not enough sleep may limit the ability to concentrate in school • Roleplay
HE6.7.b	Demonstrate healthy behaviors that will maintain or improve the health of self and/or others.	<p>Example</p> <ul style="list-style-type: none"> • Bullying prevention • Not littering • Choosing healthy foods
HE6.7c	Model practices to avoid or reduce health risks to self and/or others.	<p>Example</p> <ul style="list-style-type: none"> • Healthy eating • Stress relief techniques

<p>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.</p>		
<p>HE6.8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>		
Fried	Expectations	Evidence of Student Learning
HE6.8.a	Investigate a health position or practice and support it with valid information.	<p>Example</p> <ul style="list-style-type: none"> • Physical activity for disease prevention • Reliable organizations such as the American Heart Association
HE6.8.b	Identify strategies that will support others in positive choices regarding their health.	<p>Example</p> <ul style="list-style-type: none"> • Create a message with positive health themes such as brushing teeth, wearing sunblock • Encourage friends and family to drink water
HE6.8.c	Collaborate with others to advocate for healthy lifestyles and/or choices.	<p>Example</p> <ul style="list-style-type: none"> • No vaping advocacy • Eat healthy snacks campaign • Work with the school council to add a drink more water campaign

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HE6.8.d	Identify the methods in which health messages can be altered to appeal to different age groups.	Example <ul style="list-style-type: none">• Music• Cartoons• Celebrities
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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.

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.		
HE7.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE7.1.a	Assess how healthy behaviors influence personal health and well-being.	Example <ul style="list-style-type: none"> • Being physically active • Dental care
HE7.1.b	Describe the interrelationship of emotional, social, and physical health in adolescence.	Example <ul style="list-style-type: none"> • Environment • Exposure to violence • Relationships
HE7.1.c	Cite how family history can impact personal health and well-being.	Example <ul style="list-style-type: none"> • Certain diseases within a family
HE7.1.d	Analyze how the environment can impact personal health.	Example <ul style="list-style-type: none"> • Healthy food availability • Safe spaces • Air quality
HE7.1.e	Explain ways to reduce or prevent health risks among adolescents.	Example <ul style="list-style-type: none"> • Nutrition choices • Awareness of toxic shock syndrome dangers and symptoms • Health risks associated with alcohol, tobacco, and other drugs usage • Risks associated with piercings

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HE7.1.f	Examine the risk of injury or illness if engaging in unhealthy behaviors. See O.C.G.A 20-2-143.	<p>Example</p> <ul style="list-style-type: none"> • Abuse of alcohol; • Tobacco, other drugs, and sexual violence or abuse • Risky sexual activity
HE7.1.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.	<p>Example</p> <ul style="list-style-type: none"> • Communication skills around personal boundary setting • Dynamics of healthy versus unhealthy relationships • Reaching out for help including information on community resources

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 influences thoughts, feelings, and health behaviors.

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

	Expectations	Evidence of Student Learning
HE7.2.a	Investigate how the values and behaviors of those close to you influence your health.	<p>Example</p> <ul style="list-style-type: none"> • Groups that you associate with that exercise and play sports • Families and friends that communicate and discuss health issues and concerns
HE7.2.b	Discuss the influence of culture on health behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Pop culture and how images in film, television, and music are displayed
HE7.2.c	Compare how family and other factors influence personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> • Environment • Family traditions that maintain social bonds • Genetics
HE7.2.d	Examine how information from the media influences personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> • Describe the influence of and compare media mixed messages • Examine a variety of alcohol/tobacco advertisements and the messages being sent to adolescents

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HE7.2.e	Interpret the influence of technology on personal health beliefs.	<p>Example</p> <ul style="list-style-type: none"> • Describe the influence of social media as teens <i>like, share, or follow</i> fast food, sugary drink, candy, or snack brands • How do media messages about nutrition influence personal health beliefs?
HE7.2.f	Explain the harmful effects of sexually explicit media, messaging, and images on self-esteem body image, and relationships.	<p>Example</p> <ul style="list-style-type: none"> • Messages, • Videos • Music • Language • Gestures • Photographs • Text images • Pornography
HE7.2.g	Indicate how the perceptions of norms influence healthy and unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> • How do perceived norms such as “not all students smoke” negatively or positively influence behaviors? • Give examples of perceived norms and their influences
HE7.2.h	Describe the influence of personal beliefs on health practices and behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Family schedule and bedtime
HE7.2.i	Discuss how choices can influence the likelihood of healthy or unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> • A choice to go on a hike with friends and the likelihood of being physically active • A choice to play video games and the likelihood of being inactive
HE7.2.i	Interpret how school and public health policies can influence disease prevention.	<p>Example</p> <ul style="list-style-type: none"> • Immunization policy • Policy on tobacco and alcohol products in a school or public setting and secondhand smoke

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Description: Students will demonstrate the ability to access valid information, products, and services to enhance health. Seventh grade students will access valid health information and health-promoting products and services.		
HE7.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
	Expectations	Evidence of Student Learning
HE7.3.a	Examine and differentiate the validity of health information, products, and services for disease prevention and health promotion	<p>Example</p> <ul style="list-style-type: none"> • Reliable/unreliable web information • Facts/opinions
HE7.3.b	Access valid health information from home, school, and community that enhances health.	<p>Example</p> <ul style="list-style-type: none"> • Reliable adult • School media center • Local experts • Reliable web resources
HE7.3.c	Investigate the accessibility of products that enhance health.	<p>Example</p> <ul style="list-style-type: none"> • Clean water • Fresh fruits and vegetables • Prescribed medications
HE7.3.d	Describe circumstances that may require professional health services and resources.	<p>Example</p> <ul style="list-style-type: none"> • Infections • Poisoning • Suspected violence against a child

Description: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Seventh grade 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.		
HE7.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE7.4.a	Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> • Use appropriate facial expression • Aligned with words and actions • Avoid I message • Avoid blame

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HE7.4.b	Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.	<p>Example</p> <ul style="list-style-type: none"> • Remain calm • Be respectful • Do not escalate the conflict • Walk away • Non-violent and non-verbal communication to help prevent violence
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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.

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

	Expectations	Evidence of Student Learning
HE7.5.a	Describe situations that can help or hinder making a healthy decision and identify situations where making those decisions are more likely to occur.	<p>Example</p> <ul style="list-style-type: none"> • Positive peer pressure • Negative peer pressure • Trusted adults influence
HE7.5b	Determine when an individual or collaborative decision-making is appropriate.	<p>Example</p> <ul style="list-style-type: none"> • Possible harm to self or others • Legal considerations • Bullying situation
HE7.5.c	Differentiate between healthy and unhealthy alternatives to health-related issues or problems.	<p>Example</p> <ul style="list-style-type: none"> • Nutritional choices • Sleep needs • Screen time • Wearing a helmet when biking
HE7.5.d	Relate the potential short-term impact of each alternative to health-related issues or problems on self and others.	<p>Example</p> <ul style="list-style-type: none"> • Lack of sleep and inability to concentrate in school • Helmet when bike riding and injury risk • Screen time and time for physical activity • Sugary drinks and increased cavities
HE7.5.e	Select healthy alternatives over unhealthy alternatives when making a decision.	<p>Example</p> <ul style="list-style-type: none"> • Sleep versus screen time • Healthy versus unhealthy snacks • Regular dental care versus lack of dental care

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HE7.5.f	Examine the outcomes of a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> • The decision not to vape • The decision to limit sugary snacks • The decision to spend time with family and friends
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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.

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

	Expectations	Evidence of Student Learning
HE7.6.a	Examine the effectiveness of personal health practices.	<p>Example</p> <ul style="list-style-type: none"> • Disease prevention • Injury prevention • Emotional well-being
HE7.6.b	Select a personal health practice goal to improve personal health practice.	<p>Example</p> <ul style="list-style-type: none"> • Healthy eating choices
HE7.6.c	Demonstrate the skills necessary to achieve a personal health goal.	<p>Example</p> <ul style="list-style-type: none"> • Select a goal-setting model <p>Sample Model</p> <ol style="list-style-type: none"> 1. Write clear and measurable goals 2. Create a specific action plan 3. Read your goals and visualize yourself accomplishing them 4. Reflect on your progress 5. Revise if needed 6. Celebrate accomplishments
HE7.6.d	Relate how personal health goals can vary with differing skills and priorities.	<p>Example</p> <ul style="list-style-type: none"> • Fitness level desired and activities to achieve the desired level

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<p>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.</p>		
<p>HE7.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>		
Fried	Expectations	Evidence of Student Learning
HE7.7.a	Describe the importance of accepting responsibility for personal health behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Discuss the importance, as well as the positive and negative consequences of personal health behaviors • Describe how to make personal behavior choices around sleep time, screen time, healthy eating, and physical activity
HE7.7.b	Create personal examples of healthy behaviors that will maintain or improve the health of self and/or others.	<p>Example</p> <ul style="list-style-type: none"> • Bullying prevention, • Not littering • Choosing healthy foods
HE7.7c	Demonstrate behaviors to avoid or reduce health risks to self and/or others.	<p>Example</p> <ul style="list-style-type: none"> • Healthy eating • Stress relief techniques
HE7.7d	<p>Demonstrate tolerance and acceptance of others. Tolerance and acceptance should not be necessarily associated with agreement but on how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.</p>	<p>Example</p> <ul style="list-style-type: none"> • Roleplay accepting new students • Roleplay someone joining a club or team

<p>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.</p>		
<p>HE7.8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>		
Fried	Expectations	Evidence of Student Learning
HE7.8.a	Support a health-enhancing position with evidence-based information.	<p>Example</p> <ul style="list-style-type: none"> • Class debate present and support a position

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HE7.8.b	Demonstrate strategies that influence and support others to make positive health choices.	<p>Example</p> <ul style="list-style-type: none"> • Create a message with positive health themes such as brushing teeth, wearing sunblock • Encourage friends and family to drink water
HE7.8.c	Collaborate with others to advocate for the health of individuals and families.	<p>Example</p> <ul style="list-style-type: none"> • Work with the school council to add a drink more water campaign
HE7.8.d	Analyze the ways that health messages can be altered to reach different audiences.	<p>Example</p> <ul style="list-style-type: none"> • Music • Cartoons • Celebrities

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Eighth Grade Health Education

Course 18.09100

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.

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.		
HE8.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE8.1.a	Analyze the relationships between behaviors and personal health.	Example <ul style="list-style-type: none"> • Being physically active • Dental care
HE8.1.b	Summarize the interrelationships of personal health and well-being.	Example <ul style="list-style-type: none"> • Mental, physical, emotional, social
HE8.1.c	Analyze how the environment affects personal health.	Example <ul style="list-style-type: none"> • Available healthy food • Clean air
HE8.1.d	Research how heredity can impact personal health and well-being.	Example <ul style="list-style-type: none"> • Health and dietary habits, genetic predisposition
HE8.1.e	Describe ways to reduce or prevent injuries and other adolescent health occurrences.	Example <ul style="list-style-type: none"> • Awareness of toxic shock syndrome dangers and symptoms • Health risks associated with alcohol, tobacco, and other drugs usage • Risks associated with tattoos and body piercings
HE8.1.f	Explain how comprehensive health care can promote personal health and well-being.	Example <ul style="list-style-type: none"> • Regular check-ups and screenings • Regular inoculations

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HE8.1.g	Describe the benefits of and barriers to practicing behaviors that impact personal health and well-being.	Example <ul style="list-style-type: none"> • Prescription drug accessibility • The proximity of healthy food • The proximity of recreational areas
HE8.1.h	Examine the correlation and impact of injury or illness if engaging in unhealthy behaviors.	Example <ul style="list-style-type: none"> • Substance use and academic performance • Eating disorders, and overall 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.

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

	Expectations	Evidence of Student Learning
HE8.1.i	Understand the relationship between key nutrients in food sources to promote health and prevent chronic disease.	Example <ul style="list-style-type: none"> • Protein provides muscle, bone, skin, and hair health • Carbohydrates fuel the body, and aides in the central nervous system and brain health • Healthy fats can help balance blood sugar, decreased the risk of heart disease and diabetes.
HE8.1.j	Compare ways to reduce or prevent injuries.	Example <ul style="list-style-type: none"> • Seat belt • Water safety • Bicycle safety
HE8.1.k	Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact the personal safety of self or others.	Example <ul style="list-style-type: none"> • Chat groups • E-mail • Texting • Websites • Apps

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HE8.1.l	Describe types of violent behaviors and available resources to obtain support.	<p>Example</p> <ul style="list-style-type: none"> • Bullying • Dating/family violence • Sexual assault • Verbal/physical abuse, rape
HE8.1.m	Examine the dynamics of healthy and unhealthy relationships. Students should be made aware that they have the right to refuse to participate in activities (drug use, criminal, sex, bullying ex...) and such activities should be reported to a trusted adult. See O.C.G.A 20-2-143.	<p>Example</p> <ul style="list-style-type: none"> • Healthy: <ul style="list-style-type: none"> ○ Good communication. ○ Respect. ○ Honesty and openness. ○ Support ○ Compromise • Unhealthy relationship: <ul style="list-style-type: none"> ○ Control ○ Hostility ○ Dishonesty ○ Disrespect ○ Dependence ○ Intimidation ○ Physical Violence ○ Sexual Pressure/Violence
HE8.1.n	Identify the qualities of a healthy dating relationship.	<p>Example</p> <ul style="list-style-type: none"> • Respect • Honesty • Good communication

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.

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

	Expectations	Evidence of Student Learning
HE8.1.o	Analyze the signs, symptoms, and resources for people who engage in self-harming behavior. Discuss resources available to combat the behavior.	<p>Example</p> <ul style="list-style-type: none"> • Suicide attempts • Cutting • Isolation • Experimental substance use

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HE8.1.p	Understand school policy and state laws regarding the use, possession, and sale of substances.	Example <ul style="list-style-type: none"> • Alcohol • Opioid and illegal drug use • Smoking and vaping
HE8.1.q	Explain the relationship between intravenous drug use and the transmission of blood-borne diseases.	Example <ul style="list-style-type: none"> • HIV/AIDs
HE8.1.r	Explain the unintended outcomes of risky behavior.	Example <ul style="list-style-type: none"> • Injury • Addiction • STD's
HE8.1.s	Discuss the unintended physical, mental, emotional, financial, educational, legal, and social outcomes of sexual activity. See O.C.G.A 20-2-143; CODE IDB 160-4-2-.12	Example <ul style="list-style-type: none"> • Pregnancy • STD's • Discuss the reason(s) abstinence from sexual activity is an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases. • Analyze the risks and consequences of early sexual involvement and sexual activity outside of marriage.
HE8.1.t	Identify signs and situations that contribute to Human Trafficking	Example <ul style="list-style-type: none"> • Target a victim • Gain trust • Fill a need • Isolate the victim
HE8.1.u	Describe where to report concerns and seek out help concerning Human Trafficking	Example <ul style="list-style-type: none"> • State and national human trafficking hotlines
HE8.1.v	Explain the legal age of consent in Georgia. (Current law 2020 age of 16 O.C.G.A 16-6-3)	Example Legal Consequences

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<p>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.</p>		
<p>HE8.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>		
	Expectations	Evidence of Student Learning
HE8.2.a	Analyze how family, peers, culture, and environment influence personal health and well-being and family health.	<p>Example</p> <ul style="list-style-type: none"> • Groups that exercise and play sports • Families and friends that communicate and discuss health issues and concerns
HE8.2.b	Explain how adolescent perceived norms influence healthy and unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Peer pressure • Relationships • Substance use
HE8.2.c	Explain the influence of personal values and beliefs on individual health practices and behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Environment, • Family traditions and social bonds • Genetics
HE8.2.d	Explain the harmful effects of pornographic media, messaging, and images.	<p>Example</p> <ul style="list-style-type: none"> • Messages • Videos • Language • Photographs
HE8.2.e	Describe how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Gateway drug use • Alcohol and substance use and driving under the influence • Alcohol and substance use impact decision-making ability
HE8.2.f	Explain how school and public health policies can influence health promotion and disease prevention.	<p>Example</p> <ul style="list-style-type: none"> • Immunization policy and the spread of childhood diseases • Policy on tobacco and alcohol products in a school or public setting

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Health Education Georgia Standards of Excellence

<p>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, products, and services to promote well-being and prevent disease.</p>		
<p>HE8.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>		
	Expectations	Evidence of Student Learning
HE8.3.a	Analyze the validity of health information, products, and services to promote personal health and well-being and prevent disease.	<p>Example</p> <ul style="list-style-type: none"> • Reliable/unreliable web information • Facts/opinions
HE8.3.b	Critique valid health information from home, school, and community, to enhance personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> • Articles and news stories • Wellness apps • Websites
HE8.3.c	Analyze products that enhance well-being and the accessibility of those products within the community.	<p>Example</p> <ul style="list-style-type: none"> • Exercise programs • Vitamins

<p>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.</p>		
<p>HE8.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>		
	Expectations	Evidence of Student Learning
HE8.4.a	Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> • Use appropriate facial expression • Aligned with words and actions • Avoid I messages • Avoid blame
HE8.4.b	Demonstrate refusal and negotiation skills that avoid or reduce health risks.	<p>Example</p> <ul style="list-style-type: none"> • Roleplay <ul style="list-style-type: none"> • Refusal: <ul style="list-style-type: none"> ○ Saying no and meaning it ○ Making a joke ○ Changing the subject ○ Give a reason why it is a bad idea ○ Walk away

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		<ul style="list-style-type: none"> • Negotiation <ul style="list-style-type: none"> ○ Outline conflict ○ Brainstorm solutions ○ Evaluate solutions ○ Choose a solution ○ Implement the solution ○ check-in and evaluate if needed
HE8.4.c	Demonstrate effective conflict management and/or resolution strategies.	Example <ul style="list-style-type: none"> • Remain calm • Be respectful • Do not escalate the conflict • Walk away • Non-violent and non-verbal communication to help prevent violence
HE8.4.d	Model how to ask for assistance to enhance the health of self and others.	Example <ul style="list-style-type: none"> • Roleplay student-developed scenarios

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.

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

	Expectations	Evidence of Student Learning
HE8.5.a	Identify health-related situations that might require a health-enhancing decision.	Example <ul style="list-style-type: none"> • Fatigue • Lack of sleep • Tooth decay
HE8.5b	Analyze when assistance is needed in making a health-related decision.	Example <ul style="list-style-type: none"> • Possible harm to self or others • Legal considerations • Bullying situation
HE8.5.c	Discuss healthy options to promote well-being and prevent disease.	Example <ul style="list-style-type: none"> • Nutritional choices • Sleep needs • Screen time • Wearing a helmet when biking
HE8.5.d	Critique the potential outcomes of health-related scenarios when making a decision.	Example <ul style="list-style-type: none"> • Healthy food selection • Car and bicycle safety • Reduce screen time and time to increase physical activity • Decrease sugary drinks and tooth decay

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HE8.5.e	Support choosing a healthy option when making a decision.	Example <ul style="list-style-type: none"> • Sleep • Snacks • Regular dental care
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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.

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

	Expectations	Evidence of Student Learning
HE8.6.a	Evaluate personal health practices.	Example <ul style="list-style-type: none"> • Emotional well-being • Disease prevention • Injury prevention
HE8.6.b	Develop a goal to adopt, maintain, or improve a personal health practice.	Example <ul style="list-style-type: none"> • Select a goal-setting model • Write clear and measurable goals
HE8.6.c	Outline the strategies and skills necessary to attain a personal health goal.	Example <ul style="list-style-type: none"> • Create a specific action plan • Read your goals and visualize yourself accomplishing them. • Reflect on your progress • Revise if needed • Celebrate accomplishments
HE8.6.d	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	Example <ul style="list-style-type: none"> • Goals aligned to school responsibilities • Goals aligned to abilities (swim, run or skate for aerobic fitness) • Food choices
HE8.6.e	Explain how risky health behaviors can affect achieving long-term health goals	Example <ul style="list-style-type: none"> • Sexual activity • Substance abuse • Physical activity

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<p>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.</p>		
<p>HE8.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>		
Fried	Expectations	Evidence of Student Learning
HE8.7.a	Connect the relationship between assuming responsibility for personal health and avoiding risky behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Discuss the importance, as well as the positive and negative consequences of personal health behaviors • Describe how to make personal behavior choices around sleep time, screen time, healthy eating, and physical activity
HE8.7.b	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	<p>Example</p> <ul style="list-style-type: none"> • Sleep log, • Screen time log
HE8.7.c	Analyze and apply behaviors that eliminate or reduce health risks to self and/or others	<p>Example</p> <ul style="list-style-type: none"> • Healthy eating • Stress relief techniques • Positive peer influences, • Refusal skills

<p>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.</p>		
<p>HE8.8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>		
Fried	Expectations	Evidence of Student Learning
HE8.8.a	Debate a health issue using evidence-based information.	<p>Example</p> <ul style="list-style-type: none"> • Class debate presenting and supporting a position
HE8.8.b	Design strategies that will influence and support others to make positive health choices.	<p>Example</p> <ul style="list-style-type: none"> • Create a messaging strategy promoting positive health themes such as brushing teeth and wearing sunblock • Encourage friends and family to drink water through an infographic
HE8.8.c	Collaborate with others to advocate for the personal health and well-being of individuals, families, and schools.	<ul style="list-style-type: none"> • Example: Work with the school council to add a drink more water campaign

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HE8.8.d	Analyze ways in which health messages and communication methods can be delivered for all audiences.	Example <ul style="list-style-type: none">• Music• Cartoons• Celebrities
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Health Education Georgia Standards of Excellence

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.

<p>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.</p>		
<p>HEHS.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>		
	Expectations	Evidence of Student Learning
HEHS.1.a	Predict how health behaviors can affect health status.	<p>Example</p> <ul style="list-style-type: none"> • Physical activity • Adequate sleep
HEHS.1.b	Describe the relationship between personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> • Mental, physical, emotional, social
HEHS.1.c	Analyze how the environment and personal health are interrelated.	<p>Example</p> <ul style="list-style-type: none"> • Available nutritious food • Clean air • Health care availability
HEHS.1.d	Analyze how genetics and family history can affect personal health.	<p>Example</p> <ul style="list-style-type: none"> • Health and dietary habits, genetic predisposition • Medical history of immediate family members
HEHS.1.e	Propose ways to reduce or prevent injuries and health problems.	<p>Example</p> <ul style="list-style-type: none"> • Nutrition choices • Reduce health risks associated with alcohol, tobacco, and other drugs usage • Reduce risks associated with tattoos and body piercings
HEHS.1.f	Analyze the relationship between access to health care and health status.	<p>Example</p> <ul style="list-style-type: none"> • Regular check-ups and screenings • Regular inoculations

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HEHS.1.g	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	Example <ul style="list-style-type: none"> • Prescription drug accessibility • The proximity of healthy food • The proximity of recreational areas • Availability of health care professionals
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HEHS.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HEHS.1.h	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.	Example <ul style="list-style-type: none"> • Alcohol/drug use leading to violence • Not wearing a helmet, • Cell phone use when driving
HEHS.1.i	Discuss the potential unintended consequences of sexual activity on personal health and well-being. See O.C.G.A 20-2-143.	Example <ul style="list-style-type: none"> • Physical • Mental • Social • Legal • Financial consequences
HEHS.1.j	Describe best practices for nutrition through the life cycle.	Example <ul style="list-style-type: none"> • Breastfeeding • Dieting • MyPlate (MyPlate is the current nutrition guide published by the USDA)
HEHS.1.k	Describe the interrelationship of having a traumatic physical injury on a person's social and emotional health.	Example <ul style="list-style-type: none"> • Anxiety • Depression • Panic attacks • Anger/frustration, insomnia, substance use or abuse • Post-traumatic stress disorder (PTSD)

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HEHS.1.l	Summarize ways to reduce injuries.	<p>Example</p> <ul style="list-style-type: none"> • Safety hazards in the home, school, and community • Poisoning • Water safety • Sport • Firearms
HEHS.1.m	Describe the process for responding to an emergency.	<p>Example</p> <ul style="list-style-type: none"> • Cardiopulmonary resuscitation (CPR) & automated external defibrillator (AED)
HEHS.1.n	Describe the interrelationships of emotional, intellectual, physical, and social health.	<p>Example</p> <ul style="list-style-type: none"> • Describe how depression (emotion) can affect your body (physical).

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	Expectations	Evidence of Student Learning
HEHS.1.o	Analyze the concept of consent to include a person’s right of refusal to participate in undesired activities (drug use, bullying, sexual activity, criminal activity) and that such solicitation should be reported to a trusted adult. (See O.C.G.A 20-2-143 and O.C.G.A 16-6-3)	<p>Example</p> <ul style="list-style-type: none"> • Consent is a clearly communicated agreement • Consent is not assumed by appearance, body language, previous behavior, or silence • Sexual assault should be reported to a trusted adult or authority • Current Georgia code, the year 2020, sets the legal age of consent as related to sexual acts at 16 (O.C.G.A 16-6-3)

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HEHS.1.p	Identify signs and situations that contribute to Human Trafficking.	<p>Example</p> <ul style="list-style-type: none"> • Target a victim • Gain trust • Fill a need • Pornography • Isolate the victim • Victims appear disconnected from family, friends, community organizations • Victims stopped attending school • A sudden or dramatic change in behavior
HEHS.1.q	Describe where to report concerns and seek out help concerning human trafficking.	<p>Example</p> <ul style="list-style-type: none"> • Local hotline • State hotline • National hotline
HEHS.1.s	Explain the Georgia court system process for juvenile offenders.	<p>Example</p> <ul style="list-style-type: none"> • 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 • Ramifications and legal aspects as related to the age of consent. (O.C.G.A 16-6-3 - 2020 age of consent is 16) • Federal and state laws that prohibit the creation, sharing, and viewing of sexually explicit media

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.

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

	Expectations	Evidence of Student Learning
HEHS.2.a	Analyze how the family, culture, and environment influence the health of individuals.	<p>Example</p> <ul style="list-style-type: none"> • Families and friends that communicate and discuss health issues and concerns • Cultural celebrations influence health • Recreational facilities • Family traditions and social bonds

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HEHS.2.b	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.	Example <ul style="list-style-type: none"> • Peer pressure • Relationships • Substance use
HEHS.2.c	Analyze how peers influence healthy and unhealthy behaviors.	Example <ul style="list-style-type: none"> • Social settings • Health behaviors of peers • Unhealthy behavior of peers • Alcohol and substance use and driving under the influence
HEHS.2.d	Evaluate how the school and community can affect personal health practices and behavior.	Example <ul style="list-style-type: none"> • Immunization policy and the spread of childhood diseases • Policy on tobacco and alcohol products in a school or public setting and secondhand smoke • Access to health care professionals
HEHS.2.e	Evaluate the effect of media on personal and family health.	Example <ul style="list-style-type: none"> • Commercials • Roadside advertisement • Music and social norms
HEHS.2.f	Evaluate the impact of technology on personal, family, and community health.	Example <ul style="list-style-type: none"> • Screen time • Social posting • Communication tool • Telemedicine • Reliable information sources

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

	Expectations	Evidence of Student Learning
HEHS.2.g	Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.	Example <ul style="list-style-type: none"> • Alcohol and drug use increase unhealthy driving behaviors • Texting and driving

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HEHS.2.h	Analyze how public health policies and government regulations can influence health promotion and disease prevention.	<p>Example</p> <ul style="list-style-type: none"> • Laws dealing with the drinking age • Sentencing for crimes involving drug use • Policy on tobacco in a public setting and secondhand smoke
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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.

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

	Expectations	Evidence of Student Learning
HEHS.3.a	Critique the validity of health information, products, and services	<p>Example</p> <ul style="list-style-type: none"> • Reliable/unreliable web information • Facts/opinions
HEHS.3.b	Investigate the accessibility of products and services that enhance health.	<p>Example</p> <ul style="list-style-type: none"> • Wellness apps • Websites
HEHS.3.c	Utilize resources from school and community to access valid health information.	<p>Example</p> <ul style="list-style-type: none"> • Exercise programs • Health related clubs • School staff (CTAE, Nurse, Health Teacher)
HEHS.3.d	Explain the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship.	<p>Example</p> <ul style="list-style-type: none"> • Pornography • Film • Language

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<p>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.</p>		
<p>HEHS.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>		
	Expectations	Evidence of Student Learning
HEHS.4.a	Demonstrate effective communication with family, peers, and others to enhance health.	<p>Example</p> <ul style="list-style-type: none"> • Use appropriate facial expression • Aligned words and actions • Avoid I message • Avoid blame
HEHS.4.b	Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.	<p>Example</p> <ul style="list-style-type: none"> • Refusal: <ul style="list-style-type: none"> ○ Saying no and meaning it ○ Making a joke ○ Changing the subject ○ Give a reason why it is a bad idea ○ Walk away • Negotiation <ul style="list-style-type: none"> ○ Outline conflict ○ Brainstorm solutions ○ Evaluate solutions ○ Choose a solution ○ Implement the solution ○ Check-in and evaluate if needed
HEHS.4.c	Demonstrate how to ask for and offer assistance to enhance the health of self and others.	<p>Example</p> <ul style="list-style-type: none"> • Roleplay student-designed scenarios

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<p>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.</p>		
<p>HEHS.5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>		
	Expectations	Evidence of Student Learning
HEHS.5.a	Determine the barriers to making a positive, healthy decision.	<p>Example</p> <ul style="list-style-type: none"> • Peer pressure • Societal pressure • Consequences of the decision
HEHS.5b	Develop and apply a decision-making process to a health-related situation.	<p>Example</p> <ul style="list-style-type: none"> • Use model or combination of models with a health choice situation <p>Sample Model Step 1: Identify the decision Step 2: Brainstorm the options Step 3: Seek help or assistance Step 4: Make a decision Step 6: Describe the outcome</p>
HEHS.5.c	Explain when individual or collaborative decision making is appropriate.	<p>Example</p> <ul style="list-style-type: none"> • The decision affects self and family • The decision affects the school team or club • The decision affects self only
HEHS.5.d	Describe evidence-based choices to health-related issues or problems.	<p>Example</p> <ul style="list-style-type: none"> • Healthy food selection • Car and bicycle safety • Reduce screen time and time to increase physical activity • Decrease sugary drinks and tooth decay •
HEHS.5.e	Analyze the potential short-term and long-term impact of each decision on self and others.	<p>Example</p> <ul style="list-style-type: none"> • Having annual health screenings • Texting while driving
HEHS.5.f	Explain how decisions can negatively and positively impact personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> • Nutrition • Relationships • Stress management

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HEHS.5.g	Compare and contrast the short- and long-term outcomes of health-related decisions.	<p>Example</p> <ul style="list-style-type: none"> • Screen time: short term fun - long term lack of physical activity
HEHS.5h	<p>Justify the reasons for remaining sexually abstinent.</p> <p>See O.C.G.A 20-2-143; CODE IDB 160-4-2-.12</p>	<p>Example</p> <ul style="list-style-type: none"> • Discuss the reason(s) abstinence from sexual activity is an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases. • Analyze the risks and consequences of early sexual involvement.

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.

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

	Expectations	Evidence of Student Learning
HEHS.6.a	Identify health goals based on an evaluation of personal health and health needs.	<p>Example</p> <ul style="list-style-type: none"> • Emotional wellbeing • Physical wellbeing • Disease prevention
HEHS.6.b	Develop a personal health action plan to address health goals.	<p>Example</p> <ul style="list-style-type: none"> • Select a goal-setting model • Write clear and measurable goals • Create a specific action plan • Reflect on your progress • Revise if needed • Celebrate accomplishments
HEHS.6.c	Analyze barriers and solutions to achieving health goals.	<p>Example</p> <ul style="list-style-type: none"> • Have a health action plan • List barriers and solutions • Revise if needed • Celebrate accomplishments
HEHS.6.d	Monitor progress in achieving short-term and long-term personal health goals.	<p>Example</p> <ul style="list-style-type: none"> • Read your goals and visualize yourself accomplishing them. • Revise if needed • Celebrate accomplishments

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<p>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.</p>		
<p>HEHS.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>		
Fried	Expectations	Evidence of Student Learning
HEHS.7.a	Demonstrate individual responsibility for improving personal health.	<p>Example</p> <ul style="list-style-type: none"> • Log data • Journal • Schedule • Roleplay
HEHS.7.b	Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.	<p>Example</p> <ul style="list-style-type: none"> • Implement personal behavior choices around sleep time, screen time, healthy eating, and physical activity
HEHS.7.c	Model behaviors to avoid or reduce health risks to self and/or others.	<p>Example</p> <ul style="list-style-type: none"> • Healthy eating • Stress relief techniques • Texting while driving

<p>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.</p>		
<p>HEHS.8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>		
Fried	Expectations	Evidence of Student Learning
HEHS.8.a	Analyze current unhealthy trends to create accurate health-enhancing messages promoting positive health behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Electronic nicotine devices • Texting while driving
HEHS.8.b	Model strategies to influence and support others to make positive health choices.	<p>Example</p> <ul style="list-style-type: none"> • Lead by example • Create a messaging strategy promoting positive health themes such as brushing teeth and wearing sunblock • Encourage friends and family to drink water through an infographic

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HEHS.8.c	Coordinate with others to advocate for improving personal, family, and community health.	Example <ul style="list-style-type: none">• Work with the school council to add a drink more water campaign
HEHS.8.d	Create health messages and communication techniques to target specific audiences.	Example <ul style="list-style-type: none">• Music• Cartoons• Celebrities
HEHS.8.e	Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.	Example <ul style="list-style-type: none">• Organize a school lunch and learn

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