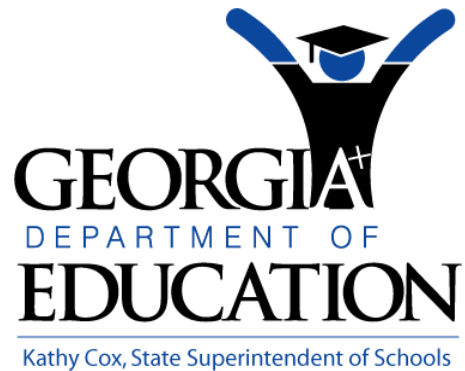


# Georgia Department of Education



## **GEORGIA PERFORMANCE STANDARDS for HEALTH EDUCATION**

# TABLE of CONTENTS

Section	Page Number/s
I. Acknowledgements	3-6
• Advisory Committee-----	3
• Writing Team-----	4
• External Review Team-----	4-6
II. Introduction	7-11
• What are Standards?-----	7
• How are Standards to be used?-----	8
• The Georgia Performance Standards-----	8-9
• Assessment-----	9
• State Board of Education Rule -----	9
• Georgia School Laws -----	9
• Coding System for Standards-----	10
• Table 1-----	11
III. National Health Standards	12
IV. Scope and Sequence of Standards	13-20
V. Georgia Performance Standards for Health Education	21- 121
• Kindergarten-----	21-28
• First Grade-----	29-36
• Second Grade-----	37-44
• Third Grade-----	45-52
• Fourth Grade-----	53-60
• Fifth Grade-----	61-69
• Sixth Grade-----	70-81
• Seventh Grade-----	82-93
• Eighth Grade-----	94-108
• High School-----	109-120

## **I. Acknowledgements**

### **Health Education Advisory Committee**

<b><u>Name</u></b>	<b><u>Representing</u></b>
Mark Anderson (Cobb County)	Health/PE Coordinator
Kim Arasin	Georgia Parent Teachers Association
Dr. Dorothy Arensman	Georgia Academy for the Blind
Kathy Benton	GaDOE – Nutrition
Steve Childers (Cobb County)	Elementary School Principal
Joanne Chopak	Georgia Southern University
Sharon Christ	Grants Consultant, HIV/AIDS Prevention
Mary Czetner	Northwest RESA
Donna DeCaille	DHR Division of Public Health
Laura Ergle	GaDOE – Family & Consumer Science
Joanne Giel	Georgia Association of School Nurses
Lynn D. Hammond	South Carolina Department of Education
Christi Kay	HealthMPowers
Steven Kolkka (Fulton County)	Grades 6-8
Marcelle Martin	GaDOE – Virtual School
Dr. Antionette Meeks	Florida Department of Education
Brenda Moore	Action for Healthy Kids
Joe Norman	DHR Division of Public Health
Sarah O’Leary	DHR Division of Public Health
James Peoples	Office of Health Improvement (DCH)
Mary Ann Phillips	Georgia Health Policies Center
Dr. Kandice Porter	Kennesaw State University
Pat Salter (Gwinnett County)	Grades 3-5
Linda Silverman	Southeast Dairy Association
Cindy C. Slayton (DeKalb County)	Grades 3-5
Elisabeth Spaulding (DeKalb County)	Grades K-2
Patti Thornhill (Dougherty County)	Grades 6-8
Chuck Truett (Gwinnett County)	Health/PE Coordinator
Peggy Walker (Cobb County)	Grades 6-8
Marilyn Watson	Safe and Drug Free Schools
Shannon Williams (DeKalb County)	Health/PE Coordinator
Dawn Young (Douglas County)	Grades 9-12
Harry Young	Office of Health Improvement (DCH)
Katy Yurman	DHR Division of Public Health
Gina Zuganelis (Paulding County)	Grades K-2

## **Health Education Writing Team**

<b><u>Name</u></b>	<b><u>Representing</u></b>
Eliot Galyean (Cherokee County)	Grades 6-8
Peggy Densmore-Henderson (Gilmer County)	Grades 9-12
Stephen Kolkka (Fulton County)	Grades 6-8
Marcelle Martin (Gwinnett County)	Grades 9-12
Nancy C. Neff (Chatham County)	Grades K-2
Gigi O'Shea (Gwinnett County)	Grades 3-5
Ginger Penn (Houston County)	Grades 3-5
Dr. Kandice Porter (Kennesaw State University)	Consultant
Cindy C.Slayton (DeKalb County)	Grades 3-5
Patti Thornhill (Dougherty County)	Grades 6-8
Cindy Volckmann (Cobb County)	Grades K-2
Peggy Walker (Cobb County)	Grades K-2
Dawn Young (Douglas County)	Grades 9-12
Gina Zuganelis (Paulding County)	Grades K-2

## **Health Education External Review Team**

<b><u>Name</u></b>	<b><u>Representing</u></b>
Joey Alfonso	Barrow County
Whitney Alligood	Laurens County
Allyson Antwine	Buford City Schools
Kim Arasin	Georgia PTA
Gwen Benson	Carrollton City Schools
Eric Benson	Murray County
Eric Bluestein	Evans County
Beth Bolen	Cartersville City Schools
Augusta Bostick	Grady County
Paul Brewer	Heard County
Kelly Brown	Morgan County
Mary Brown	Early County
Mattie Brown	Liberty County
Deborah Butler	Richmond County
Deborah Cain	Washington County
Angela Carmon	Atlanta Public Schools
Tim Carroll	Clinch County
Buffy Chapman	Fannin County
Scott Chapman	Bulloch County

## Health Education External Review Team (continued)

<u>Name</u>	<u>Representing</u>
Chris Chitwood	Habersham County
Delthia Conrad	Lowndes County
Kathy Culpepper	Fannin County
Ashley Dewitt	Carrollton City Schools
Amy Duke	Effingham County
Raynette Evans	Bibb County
Harold Farmer	Department of Juvenile Justice
Mark Frost	Cherokee County
Ray Ginn	Liberty County
Claude Gonzalis	Clarke County
Christi Griffin	Lee County
Cara Hankinson	Thomas County
Dera Harkins	Pelham City Schools
Gena Harrison	Appling County
Michelle Hartwell	Chatham County
Stacey Haynes	Dalton City Schools
Tanya Herndon	Bryan County
Tre Hill	Ware County
Pelola Huff	Baldwin County
Jimmy Hughes	Jasper County
Diane Johnson	Elbert County
Donna Johnson	Carroll County
Jenny Johnson	Thomas County
Karen Johnson	Elbert County
Brooke Jones	Butts County
Edwin Jones	Meriwether County
Tasha Kimble	Turner County
Brent Korn	Treutlen County
Melydia Little	Whitfield County
Rick Little	Dalton City Schools
Roy Lott	Ware County
Blake Lyons	Jones County
Stacey Mabry	Richmond County
Brandon Manders	Buford City Schools
Cindy Marcus	Rockdale County
Brenda Marley	Dougherty County
Adam Martinez	Dalton City Schools
Mandy McKnight	Catoosa County
Marianne Melton	Miller County

## Health Education External Review Team (continued)

<u>Name</u>	<u>Representing</u>
Rhonda Melton	Thomas County
Ronald Miller	Kipp Academy - Atlanta
Aaron Mock	Liberty County
Lynda Morris	Columbia County
Richard Moye	Glascocock County
Allison Nesmith	Thomas County
Don Norton	Johnson County
Steve Owens	Bacon County
Gary Phillips	Franklin County
Steve Phillips	Fannin County
Armand Player	Kipp Academy – Atlanta
Carl Pollock	McIntosh County
Martha Powell	Commerce City Schools
Sarah Pruitt	Dawson County
Roger Rainey	Murray County
Krista Royal	Lowndes County
Jill Russell	Thomas County
Kent Salter	Camden County
Pat Salter	Gwinnett County
Kurt Scroggins	Bartow County
David Smith	Madison County
Dena Smith	Jones County
Sam Snider	Gilmer County
Susan Stewart	Camden County
David Strobel	Lamar County
Barbara Struckoff	Wayne County
Teresa Sweat	Emanuel County
Shante Thompson	Barrow County
Pat Tinklepaugh	Gwinnett County
Dee Treadwell	Pierce County
Chuck Truett	Gwinnett County
Mike Walker	Atlanta Public Schools
Suzy Wallin	Barrow County
Todd West	Calhoun County
Letressa Whatley	Dougherty County
Mike Williams	Banks County
Shannon Williams	DeKalb County
Michael Wisnyal	Baldwin County
Shannon York	Fannin County

## **II. Introduction**

Health education is an integral part of the total education of every child from kindergarten through grade 12. Therefore, every student should have the opportunity to participate in quality health education programs. It provides young people with the knowledge and skills they need to become successful learners and healthy and productive adults. To help students adopt and maintain healthy behaviors, health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks.

Good health and academic success are directly related. Healthy children are better students and better students become healthy, successful adults who are productive members of their communities. Quality health education programs help students achieve their highest academic potential. The Georgia Performance Standards for Health Education provide guidance on the essential skills and knowledge that students should have at each grade level. An effective health education curriculum focuses on learning critical health skills such as communication, decision making, and goal setting. The rationale for the focus on skills is derived from health education theory and is supported by research that has demonstrated the effectiveness of skills-based curricula in influencing students' health attitudes and practices.

Teachers are encouraged to enrich their students' instructional environments and learning opportunities by:

- Using standards-based, theory driven, and research-based approaches to health instruction.
- Identifying and collaborating with appropriate community health agencies.
- Cultivating meaningful parent involvement in their child's health education.
- Focusing instruction on essential knowledge and skills that will foster health-risk reduction among students.

### **What are Standards?**

Standards are statements that define what students should know and be able to do upon completion of specific levels of instruction. Standards serve as a guide for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals for expanding and improving education.

The Georgia Performance Standards for Health Education are a framework for local schools to use in order to create an instructional program that will enable their students to become healthy and capable of academic success. In addition, it is a framework for decisions about which lessons, strategies, activities, and types of assessment to include in a health education curriculum.

## **How are Standards to be Used?**

The purpose of developing these standards at the state level is to better serve schools and the local community in the process of curriculum development. Curriculum development is a local issue and may differ from school to school while the standards remain the same for all schools.

In recognition of this process, the Georgia Performance Standards for Health Education provide a framework from which specific curricula can be developed, allowing for the inclusion of health content according to professional judgment and appropriate to local needs.

## **The Georgia Performance Standards for Health Education:**

Historically, the Georgia Health Education curriculum (Quality Core Curriculum) was organized around health content or topic areas. Health Education has undergone a paradigm shift over the last 15 years and it has evolved from a primarily knowledge-based subject to a focused, skills-based subject. The new Georgia Performance Standards for Health Education are content standards and provide an outline for curriculum development. They are not a curriculum, nor do they constitute objectives for a curriculum. However, they reflect the most recent concept in health curricula, which is to provide a framework from which curricula can be developed that are appropriate for state and local needs. The new Georgia Performance Standards for Health Education are based on the eight National Health Education Standards, copyright 2007, developed by the Joint Committee on National Health Education Standards which consisted of representatives from the following organizations and agencies: American Association for Health Education, American School Health Association, American Public Health Association, and the Society of State Directors of Health, Physical Education, and Recreation and sponsored by the American Cancer Society.

The National and Georgia Standards for Health Education are designed to incorporate into a curricula the following six priority adolescent risk behaviors identified by the U.S. Centers for Disease Control and Prevention: Alcohol and other Drug Use, Injury and Violence (including Suicide), Tobacco Use, Poor Nutrition, Inadequate Physical Activity, and Risky Sexual Behavior. The standards also are designed to encompass a wide range of the following common content areas: Community Health, Consumer Health, Environmental Health, Family Life, Mental/Emotional Health, Injury Prevention/Safety, Nutrition, Personal Health, Prevention/Control of Disease, and Substance Use/Abuse. (Table 1 shows the relationship between the National Health Education Standards, Common Health Education Content Areas, and Centers for Disease Control and Prevention Adolescent Risk Behaviors.)

The standards reflect what a health educated student should know and be able to do at each grade level (K-12). The eight Georgia Performance Standards for Health Education with accompanying elements are provided for each grade level. The elements are provided to further define the knowledge and skills that are expected of students at the end of a lesson or unit of study. Examples are provided for each



element and can serve as guidelines for assessing student performance. Rather than defining curriculum, these standards provide guidance for designing appropriate health education curriculum.

The main purpose of this document is to establish content standards for the health education school program that clearly identify consensus statements related to what a student should know and be able to do as a result of a quality health education program. In addition, the standards demonstrate that health education has meaningful, significant content and measurable outcomes. The standards can and should be used to guide the development of state frameworks (ultimately helping to develop local curriculum) and /or directly guide the design of local curriculum, instruction, and assessment.

### **Assessment:**

The standards not only provide a basis for developing health education programs, but also provide a basis for student assessment. Assessment is the process of gathering evidence about a student's level of achievement in a specified subject area and of making inferences based on that evidence for a variety of purposes. The primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning and assigning a grade. Whereas a broad range of assessment techniques could well be used to determine whether a given standard is being met, assessment should (1) reflect the subject matter that is most important for students to learn, (2) enhance learning through connection with instruction, (3) provide reliable evidence of student performance, and (4) yield valid inferences about student learning. The instruction and assessment process should be dynamic and continuous, yielding information about student progress toward the achievement of the content standards in health education.

### **State Board of Education Rules:**

The following State Board of Education Rule pertains to specific health related areas and must be taught in a health education curriculum. The Rule 160-4-2-.12. COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION PROGRAM is located at <http://www.doe.k12.ga.us/doe/legalservices/rules>.

### **Georgia School Laws:**

The following laws pertain to specific health related areas and must be taught in a health curriculum (the laws are located at <http://w3.lexis-nexis.com/hottopics/gacode/default.asp>):

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

O.C.G.A. § 20-2-144. Mandatory instruction concerning alcohol and drug use.

O.C.G.A. § 20-2-314. Development of rape prevention, personal safety education, and teen dating violence prevention programs.

## **Coding System for Standards:**

Below are examples and an explanation of the coding system utilized to identify each grade level standards and elements:

Example 1: HEK.1

HE – Health Education

K – Kindergarten

1 - Standard 1

Example 2: HE3.4

HE – Health Education

3 - Grade 3

4 - Standard 4

Example 3: HE7.6

HE – Health Education

7 - Grade 7

6 - Standard 6

Example 3: HE HS.2.

HE – Health Education

HS – High School

2 - Standard 2

Common Health Education Content Areas	National Health Education Standards	Centers for Disease Control & Prevention Adolescent Risk Behaviors
<ul style="list-style-type: none"> <li>• Community Health</li> <li>• Consumer Health</li> <li>• Environmental Health</li> <li>• Family Life</li> <li>• Mental/Emotional Health</li> <li>• Injury Prevention/Safety</li> <li>• Nutrition</li> <li>• Personal Health</li> <li>• Prevention/Control of Disease</li> <li>• Substance Use/Abuse</li> </ul>	<p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<ol style="list-style-type: none"> <li>1. Alcohol and Other Drug Use</li> <li>2. Injury and Violence (Including Suicide)</li> <li>3. Tobacco Use</li> <li>4. Poor Nutrition</li> <li>5. Inadequate Physical Activity</li> <li>6. Risky Sexual Behavior</li> </ol>

Table 1 – The relationship of common health education areas and CDC adolescent risk behaviors to the National Health Education Standards. Source: National Health Education Standards: achieving excellence; the American Cancer Society; 2007

### **III. National Health Education Standards**

A general description of the National Health Education Standards includes the following (1):

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.** The acquisition of basic concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.** Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth.

**Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance.** Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.** Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and nonverbal skills to develop and maintain healthy personal relationships.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.** Decision-making skills are needed to identify, implement, and sustain health enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.** Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.** Research confirms that the practice of health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.** Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

(1) National Health Education Standards: achieving excellence/ developed by the Joint Committee on National Health Education Standards; the American Cancer Society, 2007.

#### IV: Scope and Sequence (K-12)

### Georgia Health Education Performance Standards

#### Scope and Sequence

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

<b>Kindergarten</b>	Kindergarten students will identify healthy behaviors.
<b>First Grade</b>	First grade students will understand how healthy behaviors impact personal health and disease prevention.
<b>Second Grade</b>	Second grade students will identify concepts related to healthy behaviors and disease prevention.
<b>Third Grade</b>	Third grade students will identify health enhancing behaviors and describe behaviors related to disease and injury prevention.
<b>Fourth Grade</b>	Fourth grade students will describe healthy behaviors to prevent or reduce their risk of injury and/or illness.
<b>Fifth Grade</b>	Fifth grade students will describe healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan.
<b>Sixth Grade</b>	Sixth grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.
<b>Seventh Grade</b>	Seventh grade students will describe patterns of healthy behaviors to prevent or reduce their risk of injury and /or illness throughout their lifespan.
<b>Eighth Grade</b>	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 the interrelationships of emotional, physical, social, and intellectual health, and how each aspect of health can be impacted by their surroundings.
<b>High School</b>	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 each aspect of health can be impacted by their surroundings. Students will evaluate established health behavior theories and models.

## Georgia Health Education Performance Standards

### Scope and Sequence

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

<b>Kindergarten</b>	Kindergarten students will recognize and identify external factors that influence their personal health.
<b>First Grade</b>	First grade students will recognize and identify internal factors that influence their personal health.
<b>Second Grade</b>	Second grade students will identify and discuss internal and external factors that influence their personal health.
<b>Third Grade</b>	Third grade students will comprehend a variety of internal and external factors that influence health practices and behaviors.
<b>Fourth Grade</b>	Fourth grade students will compare and contrast 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.
<b>Fifth Grade</b>	Fifth grade students will examine how family, peers, culture, and media influence personal and family health. Students will begin to examine their personal values, beliefs, and perceived norms as they relate to health behaviors.
<b>Sixth Grade</b>	Sixth grade students will compare how family, peers, culture, and media influence personal and family health. Students will review how laws, rules, and regulations influence health promotion and risk reduction.
<b>Seventh Grade</b>	Seventh grade students will compare how family, peers, and culture influence personal and family health. Students will examine how the media influence thoughts, feelings, and health behaviors.
<b>Eighth Grade</b>	Eighth grade students will focus on identifying and understanding diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms. Students will draw conclusions on how family, peers, culture, and media influence personal and family health. Eighth graders will review how policies and regulations influence health promotion and risk reduction.
<b>High School</b>	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.

## Georgia Health Education Performance Standards

### Scope and Sequence

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

<b>Kindergarten</b>	Kindergarten students will identify trusted adults who can assist them in enhancing their health.
<b>First Grade</b>	First grade students will list valid health resources to enhance their health.
<b>Second Grade</b>	Second grade students will identify trusted adults, health care professionals, and school and community personnel who can help enhance their health.
<b>Third Grade</b>	Third grade students will locate local resources that provide valid health information.
<b>Fourth Grade</b>	Fourth grade students will identify services that promote healthy living within the school and community.
<b>Fifth Grade</b>	Fifth grade students will describe school and community services that promote healthy living.
<b>Sixth Grade</b>	Sixth grade students will identify and access valid health resources and services that promote healthy living within the school and community.
<b>Seventh Grade</b>	Seventh grade students will differentiate services that promote healthy living within the school and community from unreliable sources.
<b>Eighth Grade</b>	Eighth grade students will analyze the validity of health information, health promoting products, and services to prevent and detect health problems.
<b>High School</b>	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, products, and services used in the prevention, early detection, and treatment of health problems.

## Georgia Health Education Performance Standards

### Scope and Sequence

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

<b>Kindergarten</b>	Kindergarten students will identify skills needed to develop and maintain healthy personal relationships.
<b>First Grade</b>	First grade students will understand their personal feelings as the basis for strengthening their relationships and avoiding conflicts.
<b>Second Grade</b>	Second grade students will demonstrate the ability to identify verbal and non-verbal communication skills as a way to reduce or avoid conflict.
<b>Third Grade</b>	Third grade students will develop and maintain quality relationships and avoid conflicts by using effective verbal and nonverbal communication skills.
<b>Fourth Grade</b>	Fourth grade students will develop and maintain health enhancing personal relationships with assistance from local support personnel. Students will also develop attentive listening, refusal, and conflict resolution skills.
<b>Fifth Grade</b>	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 skills which can help maintain healthy personal relationships.
<b>Sixth Grade</b>	Sixth grade students will use verbal and nonverbal skills to develop and maintain healthy personal relationships.
<b>Seventh Grade</b>	Seventh grade students will demonstrate verbal and nonverbal communication skills to improve or maintain healthy relationships.
<b>Eighth Grade</b>	Eighth grade students will demonstrate appropriate verbal and nonverbal skills to maintain healthy relationships. Students will distinguish how communication skills are the basis for strengthening interpersonal interactions and reducing or avoiding conflict.
<b>High School</b>	High school students will demonstrate effective verbal and nonverbal communication skills to develop and maintain health enhancing 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.



## Georgia Health Education Performance Standards

### Scope and Sequence

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

<b>Kindergarten</b>	Kindergarten students will identify health-related situations where decision-making skills are needed.
<b>First Grade</b>	First grade students will list health-related situations, as well as identify people who can assist them with solving problems, in order to make health-enhancing decisions.
<b>Second Grade</b>	Second grade students will utilize their knowledge of health-related situations to describe how they will make a health-enhancing decision.
<b>Third Grade</b>	Third grade students will indicate when support is needed for making thoughtful decisions about health-related issues or problems.
<b>Fourth Grade</b>	Fourth grade students will determine and explain alternatives to promote healthy decisions regarding health-related issues or problems.
<b>Fifth Grade</b>	Fifth grade students will identify health-related situations and analyze the importance of seeking assistance before making a decision.
<b>Sixth Grade</b>	Sixth grade students will decide if a behavior is healthy or not and recognize unhealthy behaviors as posing a danger to well-being.
<b>Seventh Grade</b>	Seventh grade students will list the steps of the decision-making process which enable them to collaborate with others to improve the quality of their lives. Students will be able to distinguish between healthy and unhealthy behaviors and rationalize their choices to their peers.
<b>Eighth Grade</b>	Eighth grade students will model the steps of the decision making process and analyze the importance of seeking assistance before making a decision.
<b>High School</b>	High school students will apply comprehensive decision-making processes in a variety of situations to enable them to collaborate with others to improve their quality of lives now and in the future.

## Georgia Health Education Performance Standards

### Scope and Sequence

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

<b>Kindergarten</b>	Kindergarten students will identify personal health goals and determine who can assist them in achieving their goals.
<b>First Grade</b>	First grade students will identify actions needed to achieve short-term health goals, as well as who can assist them in achieving their goals.
<b>Second Grade</b>	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.
<b>Third Grade</b>	Third grade students will select a long-term goal, determine actions to achieve the goal, and recognize who can assist them with reaching their goals.
<b>Fourth Grade</b>	Fourth grade students will develop personal goals for positive health and discuss resources to assist them with their goals.
<b>Fifth Grade</b>	Fifth grade students will set personal health goals, track progress of the goals, and identify resources to assist them in achieving the goals.
<b>Sixth Grade</b>	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.
<b>Seventh Grade</b>	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.
<b>Eighth Grade</b>	Eighth grade students will utilize critical skills to achieve both short-term and long-term health goals and aspire to maintain these goals in the future. Students need to be prepared to modify goals when faced with changing abilities, priorities, and responsibilities.
<b>High School</b>	High school students will establish 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.

## Georgia Health Education Performance Standards

### Scope and Sequence

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

<b>Kindergarten</b>	Kindergarten students will name health behaviors to prevent injuries, diseases, and disorders.
<b>First Grade</b>	First grade students will identify steps to maintain or improve personal health.
<b>Second Grade</b>	Second grade students will practice healthy behaviors to prevent injuries, diseases, and disorders.
<b>Third Grade</b>	Third grade students will demonstrate healthy skills to prevent injuries, diseases, and disorders.
<b>Fourth Grade</b>	Fourth grade students will demonstrate healthy behaviors to prevent injuries, diseases, and disorders.
<b>Fifth Grade</b>	Fifth grade students will perform healthy behaviors and avoid and/or reduce risky behaviors.
<b>Sixth Grade</b>	Sixth grade students will practice health-enhancing behaviors that contribute to a positive quality of life. By accepting responsibility for personal health, students will build a foundation for living a healthy and productive life.
<b>Seventh Grade</b>	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.
<b>Eighth Grade</b>	Eighth grade students will summarize strategies that improve healthy behaviors and will assist students in developing positive, healthy routines to achieve wellness for a lifetime.
<b>High School</b>	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.

## Georgia Health Education Performance Standards

### Scope and Sequence

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

<b>Kindergarten</b>	Kindergarten students will role model healthy behaviors that promote personal health and encourage positive choices for others.
<b>First Grade</b>	First grade students will demonstrate healthy skills to encourage others to practice healthful behaviors.
<b>Second Grade</b>	Second grade students will demonstrate healthy behaviors that encourage others to practice healthy behaviors.
<b>Third Grade</b>	Third grade students will share accurate health information and demonstrate healthy behaviors to encourage others to practice healthy behaviors.
<b>Fourth Grade</b>	Fourth grade students will give sources of valid information about health issues and perform healthy behaviors to encourage others to adopt health-enhancing behaviors.
<b>Fifth Grade</b>	Fifth grade students will express opinions on health issues and encourage others to adopt health-enhancing behaviors.
<b>Sixth Grade</b>	Sixth grade students will apply advocacy skills that encourage others to adopt health-enhancing behaviors.
<b>Seventh Grade</b>	Seventh grade students will develop a wide variety of advocacy skills such as persuasion, collaboration, and communication techniques. Advocacy skills help seventh grade students promote healthy norms and behaviors.
<b>Eighth Grade</b>	Eighth grade students will develop important advocacy skills to create persuasive health-enhancing messages to encourage others to adopt healthy behaviors.
<b>High School</b>	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.

## **SIXTH GRADE**

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

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

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

### **Elements:**

**a. Compare how healthy behaviors and risk practices impact personal health.**

Examples:

- Analyze the relationship between stress and personal health.
- Compare different cultures food preparation practices and their impact on health.

**b. Identify the interrelationships of emotional and social health in adolescence.**

Examples:

- Identify positive relationships in a student's life.
- Identify how having positive relationships with others can help a student to develop a positive self-concept.

**c. Examine how one's surroundings impact health and wellness.**

Examples:

- Identify healthy and unhealthy relationships and their effect on health and wellness.
- Examine how environmental dangers impact personal health and wellness.

**d. Identify how family culture and beliefs can impact personal health.**

Examples:

- Describe family practices and beliefs that benefit personal health.
- Identify the different ways that families cope with stress and how it impacts personal health.

**e. Practice ways to reduce or prevent injuries.**

Examples:

- Demonstrate examples of several stretching techniques.
- Demonstrate the equipment and safety steps to use when participating in athletic activities.

**f. Identify how health care can promote health.**

Examples:

- Describe the benefits of regular dental visits on oral health.
- Give examples of healthcare products and good personal hygiene practices that promote personal health for adolescents.

**g. Identify the benefits of practicing healthy behaviors.**

Examples:

- Describe the benefits of only using household products for their intended purpose.
- Determine what changes are needed in your daily routines that can improve or maintain your personal health.

**h. Describe the consequences of engaging in unhealthy behaviors.**

Examples:

- Research and describe the long-term health effects of tobacco use.
- Predict the health consequences of sedentary behavior.

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

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

**Elements:**

**a. Identify how family practices influence the health of adolescents.**

Examples:

- Discuss how often students eat at fast food establishments on a weekly basis.
- Describe a list of family guidelines and rules in the home that enhance health.

**b. Identify the influence of culture on health beliefs and practices.**

Examples:

- Research health beliefs and practices in different countries and time periods.
- Discuss examples of the differences in the expectations for healthy behaviors from different cultures (e.g., Japan's exercise program for school and work).

**c. Explain how peers influence healthy behaviors.**

Examples:

- Give a description of an activity other peers are involved in that could increase personal physical activity levels.
- Explain the influence of a helpful bystander's actions in a bullying situation.

**d. Identify how the community can affect personal health practices and behaviors.**

Examples:

- Identify service activities being offered in the community.
- Give examples of programs offered at local businesses that help improve personal health.

**e. Illustrate how media messages influence health behaviors.**

Examples:

- Examine print media advertisements for fast food restaurants and interpret hidden messages.

- Give examples of current media messages and determine how the messages influence alcohol, tobacco, and other drug use.

**f. Explain the influence of technology on family health.**

Examples:

- List kinds of technology found in the home.
- Describe how common types of technology (e.g., internet, television, and radio) provide sources of health-related disease information for families to reduce their health risks.

**g. Identify norms that influence health behaviors.**

Examples:

- Identify examples of norms that impact healthy behaviors (e.g., using safety belts, eating heart healthy foods, drinking an adequate amount of water each day).
- Give examples of group norms that improve the physical, emotional, and social health of an individual.

**h. List the influence of personal values on health practices.**

Examples:

- Describe a personal value in a home that can impact personal health.
- Identify personal health-related values and explain how they influence personal health choices.

**i. Identify how some health choices influence unhealthy behaviors.**

Examples:

- Identify the health risks associated with eating an excessive amount of calories.
- Give examples of how alcohol can increase the likelihood of other health risk behaviors.

**j. Describe how school policies can influence health promotion.**

Examples:

- Research and discuss how many minutes per week different age groups of students should spend in a physical education class or engaged in physical activities.
- Describe the changes in the lunch menu as a result of implementing a School Wellness Policy.



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

**Description:** 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 school and community.

**Elements:**

**a. Determine validity of health information, products, and services.**

Examples:

- Research and analyze the validity of a variety of sources for health information.
- Identify local resources for reliable health information.

**b. Locate valid information from home, school, and community.**

Example:

- Research the benefits of several different healthy eating plans.
- Examine the purpose and responsibilities of the local school wellness council.

**c. Determine the accessibility of products that enhance health.**

Examples:

- Discuss the various products that enhance health that can be found at a local drug store.
- Create a brochure that describes community agencies promoting physical activity, including local phone numbers and websites.

**d. Describe the situations that may require professional health services.**

Examples:

- List and discuss the services offered in your local community which influence healthy lifestyles (e.g. importance of yearly check-ups at the dentist, doctor's office, health department, etc.)
- Discuss a variety of available professional health resources.

**e. Locate valid and reliable health products and services.**

Examples:

- Research and summarize several effective methods to change an unhealthy behavior.
- Create a guide for locating local health care services.

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

**Description:** Students will use effective communication skills to enhance personal, family, and community health. Sixth grade students will use verbal and nonverbal communication skills to develop and maintain healthy personal relationships.

**Elements:**

**a. Recognize effective verbal and nonverbal communication skills to enhance health.**

Examples:

- Identify effective verbal communication strategies for making healthy choices.
- Discuss and demonstrate good nonverbal communication skills a person can use when they are upset.

**b. Identify refusal and negotiation skills that avoid or reduce health risks.**

Examples:

- List peer pressure refusal skills (e.g., better idea, say no).
- Role-play strategies for avoiding conflict.

**c. Examine effective conflict management or resolution strategies.**

Examples:

- Demonstrate negotiation skills to avoid conflict.
- Role-play ways to handle conflict without name calling or fighting.

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

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

**Elements:**

**a. List some reasons that one may use to make an unhealthy choice.**

Examples:

- List reasons one may choose to be sedentary.
- Analyze reasons teens may make the unhealthy choice to use tobacco.

**b. Decide whether a health-related situation may require a carefully considered decision-making process.**

Example:

- Determine when it is necessary to ask for assistance when making a health choice.
- Analyze how to decide which after school activities to participate in on a regular basis.

**c. Distinguish whether decisions should be made by the individual or if help should be sought.**

Examples:

- Determine when to seek help if faced with peer pressure from a friend.
- Decide what actions should be taken when an unsafe situation occurs at school.

**d. Choose between healthy and unhealthy alternatives to health-related problems.**

Examples:

- Role-play healthy ways to express anger and frustration.
- Describe various options when approached by a peer to use alcohol.

**e. Study the potential short-term impact of each alternative on self and others.**

Examples:

- List the consequences of skipping meals.
- Examine the consequences of tobacco use on personal, family, and community health.

**f. Decide which alternatives are healthy when making a decision.**

Examples:

- Identify healthy exercise choices when planning a physical activity program.
- Examine a restaurant menu and decide which choices are healthiest.

**g. Predict the outcomes of a health-related decision.**

Examples:

- Analyze the benefits of avoiding risky health behaviors.
- Analyze the negative consequences of unhealthy friendships.

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

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. 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.

**Elements:**

**a. Assess personal health practices and decide whether or not they are healthy.**

Examples:

- Examine current snacking habits and assess whether they are healthy.
- Explain why specific protective gear is a good choice in certain physical activities.

**b. Choose a goal to adopt a personal health practice.**

Examples:

- Set goals to allow time for physical activity and quality academic study.
- Make a choice to improve physical and mental fitness.

**c. Develop a plan to achieve a personal health practice.**

Examples:

- Identify personal behaviors that could lead to injury and create a plan to address them.
- Follow through on a plan to avoid situations that could lead to violence.

**d. Explain how personal health goals can vary with changing priorities.**

Examples:

- Describe the benefits of participation in extracurricular activities.
- Explain how personal goals may be affected by unsafe practices and injury.

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

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

**Elements:**

**a. Identify the importance of being responsible for health behaviors.**

Examples:

- State how present health behaviors impact one's future health (proper nutritional guidelines, physical activity, dental care, proper medical check-ups).
- Examine your personal fitness assessment and identify the behaviors that need to be maintained or improved according to the results.

**b. Demonstrate healthy behaviors that will maintain or improve the health of self and others.**

Examples:

- Show behaviors that increase the likelihood of being a non-smoker (e.g., being physically active, utilizing refusal skills).
- Examine personal fitness assessment data and identify the behaviors that need to be maintained or improved.

**c. Describe practices to avoid or reduce health risks to self and others.**

Examples:

- Discuss practices that reduce the possibility of misusing a prescription or over-the-counter (OTC) medication (e.g., follow directions for appropriate use for condition, dosage, and other medications not to be used in combination with the medication).
- Design a poster highlighting risky behaviors to avoid such as smoking or using illegal drugs.

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

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

**Elements:**

**a. State a health position and support it with accurate information.**

Examples:

- Design a sun safety poster after interviewing a health care provider and getting proper techniques to protect the skin from the sun.
- Determine a personal health goal and support it with valid health information.

**b. Demonstrate how to support others in positive choices regarding their health.**

Examples:

- Practice social skills such as listening, taking turns, using names, and making eye contact while communicating to help others to make healthy lifestyle choices.
- Participate in a role play demonstrating effective bystander strategies to use when bullying takes place.

**c. Plan with others to advocate for healthy lifestyles or choices.**

Examples:

- Plan with others to make signs promoting safety to place in an elementary school.
- Work in a group to develop a skit utilizing skills to avoid a conflict.

**d. Identify the methods in which health messages can be altered to appeal to different age groups.**

Examples:

- Analyze the lyrics of a popular song to identify underlying health messages.
- Find a snack advertisement and modify it to target children, teenagers, or adults.

## **SEVENTH GRADE**

*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 knowledgeably use consumer information.*

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

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

### **Elements:**

**a. Examine how healthy behaviors influence personal health.**

Examples:

- Examine how nutritional choices can positively or negatively affect one's immediate and long term health.
- Analyze the results of a personal fitness plan and the importance of exercise in maintaining optimal health and wellness.

**b. Summarize the interrelationship of emotional, social, and physical health in adolescence.**

Examples:

- Determine how a peer group can affect multiple dimensions of health (e.g., food choices, participation in unhealthy activities).
- Illustrate how family changes (e.g., moving, divorce, death) can impact emotional, social, and physical health of an adolescent.

**c. Analyze how the environment can impact personal health.**

Examples:

- Identify environmental conditions (e.g., physical, social, community) that are potentially harmful to personal health.
- Analyze the number of fast food outlets in the community and the effects of excessive calorie consumption on personal health.



**d. Cite how family history can impact personal health.**

Examples:

- Cite hereditary diseases prevalent among various ethnic groups that can impact personal health and wellness.
- Research your family's medical history to determine hereditary diseases prevalent within your family.

**e. Explain ways to reduce or prevent health risks among adolescents.**

Examples:

- Determine the health risks associated with body piercing or tattooing.
- Discuss ways to prevent obesity at home and at school.

**f. Describe how immediate health care can promote individual health.**

Examples:

- Describe the importance of seeking health care when experiencing a health issue.
- Examine a list of local health facilities and health support services in your community.

**g. Determine the barriers to practicing healthy behaviors.**

Examples:

- Determine the barriers to good nutrition.
- Examine the excuses people use for not exercising.

**h. Predict the risk of injury or illness if engaging in unhealthy behaviors.**

Examples:

- Give examples of possible dangers associated with the use of alcohol and other drug use.
- Examine the likelihood of health consequences to disordered eating.

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

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

**Elements:**

**a. Describe how family values and behaviors influence the health of adolescents.**

Examples:

- Describe the importance of exercise for your family and provide examples of ways your family is physically active.
- Give examples of ways in which families communicate about health issues and concerns.

**b. Discuss the influence of culture on health behaviors.**

Examples:

- Discuss how peer interaction is influenced by the current culture.
- Identify how culture conveys accurate and inaccurate messages about appearance and body image.

**c. Describe how peers influence unhealthy behaviors.**

Examples:

- Describe techniques used to influence peers to participate in unhealthy behaviors (i.e., smoking).
- Give examples of the different ways peers can positively or negatively influence another's self-image/self-esteem.

**d. Identify how the school can affect personal health practices and behaviors.**

Examples:

- Identify the types of healthy food and drink choices that could be included in a school vending machine.
- Describe how teachers, school counselors, nurses, and administrators help students report problems or obtain assistance when faced with unsafe situations.

**e. Examine how information from the media influences health behaviors.**

Examples:

- Describe how the media sends mixed messages about nutrition.
- Examine a variety of alcohol/tobacco advertisements and the messages being sent to adolescents.

**f. Interpret the influence of technology on personal health.**

Examples:

- Identify how technology can be used to improve personal health.
- Interpret how new forms of technology can help people monitor individual health (e.g., diabetes monitors, heart monitors, fitness assessment tool).

**g. Indicate how the perceptions of norms influence healthy and unhealthy behaviors.**

Examples:

- Indicate how personal eating habits are influenced by societal norms.
- Identify how perceptions of norms can negatively or positively influence behaviors (e.g., not all students smoke).

**h. Describe the influence of personal beliefs on health practices and behaviors.**

Examples:

- Identify how an individual's personal beliefs are expressed through personal health decisions.
- Describe how personal beliefs influence an individual's treatment of peers.

**i. Discuss how some risky choices can influence the likelihood of unhealthy behaviors.**

Examples:

- Discuss how using tobacco can increase the risk of using other drugs.
- Give examples of how peers can pressure students to consume alcohol.

**j. Identify how public health policies can influence disease prevention.**

Examples:

- Identify the immunization policy for children entering school.
- Cite examples of public health policies and how they help keep communities healthy (e.g., policies on water/air quality, tobacco-related policies).

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

**Description:** Students will access valid health information and health-promoting products and services. Seventh grade students will differentiate services that promote healthy living within the school and community from unreliable sources of health services.

**Elements:**

**a. Examine the validity of health information, products, and services.**

Examples:

- Distinguish between facts and myths concerning teenage abuse of marijuana.
- Examine commonly held beliefs concerning the AIDS virus and its transmission, and distinguish between fact and fallacy.

**b. Access valid health information from home, school, and community.**

Examples:

- Analyze places where youths and families can be physically active.
- Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use.

**c. Determine the accessibility of products that enhance health.**

Examples:

- Discuss the importance of consulting a parent before purchasing a product to enhance health.
- Identify websites that offer valid health information on teen depression.

**d. Describes situations that may require professional health services.**

Examples:

- List resources that you should consult if you have a family member who is abusing alcohol.
- Identify who to turn to for help if your friend has talked about committing suicide.

**e. Locate valid health information from school and community.**

Examples:

- Discuss the role of the school counselor, school psychologist, school clinic/nurse, and local service within the community in helping students with mental health issues.
- Demonstrate how to access a trusted adult who can help someone who may have been injured or poisoned.

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

**Description:** Students will use effective communication skills to enhance personal, family, and community health. Seventh grade students will demonstrate verbal and nonverbal communication skills to improve or maintain healthy relationships.

**Elements:**

**a. Apply effective verbal and nonverbal communication skills to enhance health.**

Examples:

- Discuss ways to be respectful of people from different backgrounds, religions, and cultures.
- Demonstrate how to politely refuse unhealthy snacks.

**b. Model refusal and negotiation skills that avoid or reduce health risks.**

Examples:

- Participate in a role play to show how to deal in a non-violent manner with bullying.
- Demonstrate how you would say “no” to a friend who offers you alcohol.

**c. Demonstrate effective conflict management or resolution strategies.**

Examples:

- Participate in a role play to demonstrate how to deal with an argument between two friends.
- Demonstrate how to ask someone effectively and respectfully not to smoke.

**d. Demonstrate how to ask for assistance to enhance the health of self and others.**

Examples:

- Model how to ask for help when being cyberbullied.
- Demonstrate, through role-play, how you would report a student suspected of carrying a weapon to school.

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

**Description:** Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. 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 rationalize their choices to their peers.

**Elements:**

**a. Describe situations that can help or hinder making a healthy decision.**

Examples:

- List factors that contribute to teens choosing to use illegal drugs.
- Summarize the factors involved in teens choosing to use fad diets to manage weight.

**b. Examine whether a health-related situation requires the application of a thoughtful decision-making process.**

Examples:

- Demonstrate the ability to assess one's personal strengths, needs, and health risks before making a health choice.
- Identify resources for students living in an at-risk environment.

**c. Determine when individual or collaborative decision making is appropriate.**

Examples:

- Decide whom to contact for support when confronted with peer pressure for engaging in unhealthy behaviors.
- Determine who to turn to for assistance when a friend tells you she has been hurting herself.

**d. Differentiate between healthy and unhealthy alternatives to health-related issues or problems.**

Examples:

- Describe the correlation between self esteem and alcohol and drug use.
- Evaluate the short-term and long-term consequences of physical inactivity on chronic health condition.

**e. Relate the potential short-term impact of each alternative on self and others.**

Examples:

- List the effects of consuming energy drinks.
- Analyze the short-term and long-term consequences of tobacco use on athletic performance.

**f. Select healthy alternatives over unhealthy alternatives when making a decision.**

Examples:

- Choose ways to limit sun exposure when engaging in outdoor activities.
- Evaluate a week's diet plan using the food guide pyramid and determine if the caloric intake is appropriate for your age, weight, and activity level.

**g. Examine the outcomes of a health-related decision.**

Examples:

- Explain the benefits of proper hydration during physical activity.
- Analyze the benefits of healthy relationships on multiple dimensions of health.



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

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

**Elements:**

**a. Examine the effectiveness of personal health practices.**

Examples:

- Examine the effectiveness of your current communication practices.
- Summarize the importance of wearing protective gear in high-impact activities.

**b. Select a goal to improve a personal health practice.**

Examples:

- Identify negative stressors and create a plan to reduce the factors that trigger them.
- Design a plan for better time management.

**c. Demonstrate the skills necessary to achieve a personal health goal.**

Examples:

- Exhibit personal behaviors that promote emotional health.
- Make and follow a plan for healthy weight management.

**d. Relate how personal health goals can vary with differing abilities and priorities.**

Examples:

- Identify the processes by which one chooses safer behaviors based on abilities and current life priorities.
- Examine how sleep deprivation can affect your personal goals.

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

**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.

**Elements:**

**a. Describe the importance of assuming responsibility for personal health behaviors.**

Examples:

- Identify the qualities needed to work cooperatively with others and accept individual differences.
- Analyze the possible causes of conflict among youth in schools and communities and demonstrates strategies to manage conflict in healthy ways.

**b. Give personal examples of healthy behaviors that will maintain or improve the health of self and others.**

Examples:

- Describe factors that influence the selection of friends and determine which factors are positive for keeping friends.
- Role-play examples of assertive, passive, and aggressive communication, and identify the most effective mode of communication.

**c. Demonstrate behaviors to avoid or reduce health risks to self and others.**

Examples:

- Practice healthy behaviors such as good nutrition, regular exercise, and proper rest by keeping a log for regular analysis.
- Practice using role-play and predicting possible good and bad consequences based on decisions made in peer pressure situations.

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

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

**Elements:**

**a. Select a health-enhancing position and support it with accurate information.**

Examples:

- Bring in a current event supporting a chosen health enhancing position/policy.
- Research the association of obesity and lack of physical activity and write a letter to the school board sharing the information to protect daily physical and health education.

**b. Demonstrate how to influence and support others to make positive health choices.**

Examples:

- Create an advertising campaign to promote an after school intramural program.
- Survey classmates about their knowledge of the risks of smokeless tobacco use and share information about the findings.

**c. Work with others to advocate for healthy individuals and families.**

Examples:

- Interview various people, identifying the different successful ways that they handle stress, and share findings with the class.
- Become a mentor for a new student at the school.

**d. Examine the ways that health messages can be altered to reach different audiences.**

Examples:

- Create a poster for the cafeteria encouraging students to make healthy eating choices.
- Identify in different advertisements which advertising appeals are being used in each ad (e.g., bandwagon appeal, brand loyalty appeal, sex appeal) and explain how the appeal used could be altered to target a different audience.

## **EIGHTH GRADE**

*Students in eighth grade integrate a variety of health concepts, skills, and behaviors to plan for their personal health goals. These include 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 for the larger community. These students will engage in promoting health in their community.*

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

**Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. 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 the interrelationships of emotional, physical, social, and intellectual health and how each aspect of health can be impacted by their surroundings.

### **Elements:**

**a. Analyze the relationship between healthy behaviors and personal health.**

Examples:

- Identify how low self esteem affects multiple dimensions of health.
- Analyze the relationship of engaging in regular physical activity and healthy eating to enhance personal health.

**b. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.**

Examples:

- Determine how societal influences can affect physical health (i.e., food choices, participation in unhealthy activities, etc.) and describe their impact on emotional and social health.
- Describe the health-related consequences that participation in risky health behaviors can have on the emotional, physical, and social health of adolescents.

**c. Analyze how the environment affects personal health.**

Examples:

- Investigate the effects stress has on personal health by researching different high stress-related occupations (e.g., ambulance drivers, high-rise construction workers).
- Analyze the environmental health conditions of diverse countries and how these conditions can impact personal health.

**d. Describe how family history can affect personal health.**

Examples:

- Describe how family dietary behaviors can impact health and quality of life.
- Analyze your family history and determine which health conditions have a genetic predisposition.

**e. Describe ways to reduce or prevent injuries and other adolescent health problems.**

Examples:

- Describe ways to reduce asthma-related symptoms.
- Collect information on injuries that are prevalent in adolescents and list ways they could be avoided.

**f. Explain how appropriate health care can promote personal health.**

Examples:

- Investigate programs offered at hospitals/clinics that help promote personal health.
- Discuss the importance of consulting with a parent before seeking medical help.

**g. Describe the benefits of and barriers to practicing healthy behaviors.**

Examples:

- Create a plan for eliminating potential barriers to exercise.
- Prepare a presentation showing health behaviors that reduce the risk of cardiovascular disease and identify barriers for practicing these behaviors.

**h. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.**

Examples:

- Illustrate the correlation between alcohol use and poor academic achievement.
- Examine the potential health risks related to one or more of the following behaviors (physical inactivity, tobacco use, violence.).

**i. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.**

Examples:

- Examine the physical, social, and emotional effects illegal drug use has on an adolescent.
- Discuss why body piercing, tattooing, and IV drug use can increase one's risk of bacterial infections and lifelong diseases.

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

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Eighth grade students will focus on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs, and perceived norms. Students will draw conclusions on 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.

**Elements:**

**a. Examine how the family influences the health of adolescents.**

Examples:

- Log the meals your family eats for one week and examine the contents of the meals for nutritional value.
- Interpret family influences on health through guidelines given to the adolescent regarding social activities (e.g., parties, tobacco use, peer pressure, etc.).

**b. Describe the influence of culture on health beliefs, practices, and behaviors.**

Examples:

- Describe how the community determines the sale of alcohol (e.g., when it can be sold, how many stores can be built).
- Give examples of family members' roles and family structures in different cultures and how this could influence health beliefs, practices, and behaviors.

**c. Describe how peers influence healthy and unhealthy behaviors.**

Examples:

- Describe how peers influence your consumer choices.
- Dramatize the different ways peers can respond in a bullying situation.

**d. Analyze how the school and community can affect personal health practices and behaviors.**

Examples:

- Analyze the requirements for students to participate in physical education classes and the effects on student health.
- Examine ways that the school or community encourages students to use appropriate skills to avoid, resolve, and cope with conflict.

**e. Analyze how messages from media influence health behaviors.**

Examples:

- Interpret underlying messages used in health-related advertisements.
- Analyze the approaches used to convey messages through media to influence eating behaviors and food selections of adolescents.

**f. Analyze the influence of technology on personal and family health.**

Examples:

- Determine how new types of technological equipment can contribute to the early detection of diseases.
- Analyze how technology (e.g., social networking, texting, instant messaging) influences communication in relationships.

**g. Explain how the perceptions of norms influence healthy and unhealthy behaviors.**

Examples:

- Give examples of adolescent perceived norms which can result in healthy and/or unhealthy behaviors (e.g., teenagers consuming alcohol because they think it is expected).
- Explain how peers' perception of dating can influence healthy and unhealthy behaviors.

**h. Explain the influence of personal values and beliefs on individual health practices and behaviors.**

Examples:

- Explain how beliefs regarding alcohol consumption can influence interactions with your peers.
- Demonstrate how personal values and beliefs can encourage abstinence from risky behaviors (e.g., bullying, tobacco use, alcohol or other drug use).

**i. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.**

Examples:

- Describe how alcohol use can lead to poor decision-making.
- Show how a peer group can have a negative influence on behaviors.



**j. Explain how school and public health policies can influence health promotion and disease prevention.**

Examples:

- Identify the healthy beverage choices that students make as a result of implementing a school wellness policy.
- Explain how the school lunch menu benefits a healthy lifestyle.

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

**Description:** Students will access valid health information and health-promoting products and services. Eighth grade students will analyze the validity of health information, health promoting products, and services to prevent and detect health problems.

**Elements:**

**a. Analyze the validity of health information, products, and services.**

Examples:

- List and discuss home gym equipment in terms of reliability, effectiveness, and cost, in helping an individual start a physical activity program.
- Create an exercise and meal plan for an overweight person using health information, products, and services found on websites.

**b. Access valid health information from home, school, and community**

Examples:

- Analyze conflict resolution material that can be accessed from school (counselor's office).
- Compare and contrast websites which promote exercise programs.

**c. Determine the accessibility of products that enhance health.**

Examples:

- Locate restaurants with healthier food options within your community.
- Identify products which help in disease prevention and where to locate these products.

**d. Describe situations that may require professional health services.**

Examples:

- Examine the risks associated with tobacco/drug use and list professional health services which deal with these issues.
- Predict the possible outcomes of participating in unhealthy behaviors and compile a list of health services which relate to the outcome.

**e. Locate valid and reliable health products and services.**

Examples:

- Discuss how to differentiate between a reliable product and/or service and quackery (e.g., performance enhancement drugs).
- Invite a knowledgeable health expert to make a presentation concerning the unreliable products and services students are exposed to in the media.

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

**Description:** Students will use effective communication skills to enhance personal, family, and community health. Eighth grade students will demonstrate verbal and nonverbal skills in the appropriate manner to maintain healthy relationships. Students will distinguish how communication skills are the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

**Elements:**

**a. Apply effective verbal and nonverbal communication skills to enhance health.**

Examples:

- Practice effective alcohol/drug refusal skills.
- Develop strategies using verbal and nonverbal communication in dealing with peer pressure situations.

**b. Demonstrate refusal and negotiation skills that avoid or reduce health risks.**

Examples:

- Demonstrate refusal skills which could be used when presented with drug use.
- Reconstruct bullying situations and demonstrate negotiation skills which would help resolve the conflict.

**c. Demonstrate effective conflict management or resolution strategies.**

Examples:

- Analyze media clips of effective and non-effective conflict resolutions as portrayed by the media.
- Demonstrate effective negotiation and refusal skills to avoid unhealthy behaviors.

**d. Demonstrate how to ask for assistance to enhance the health of self and others.**

Examples:

- Role-play how the student being bullied should ask for assistance from school personnel.
- Demonstrate ways to ask for help with mental and emotional health problems.

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

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

**Elements:**

**a. Identify health-related situations that might require a thoughtful decision.**

Examples:

- Explain what to do when approached with an uncomfortable request or situation (e.g., peer pressure to steal or damage property, a choice to sneak cigarettes from a parent).
- Explain how to choose appropriate internet websites.

**b. Analyze when assistance is needed in making a health-related decision.**

Examples:

- Analyze your options when being pressured by peers to commit illegal acts.
- Recognize the importance of consulting with a parent before making a consumer health purchase.

**c. List healthy options to a health-related issue or problem.**

Examples:

- Identify options for improving the health of one's environment.
- List alternative suggestions for life-long physical activities for individuals with a physical disability.

**d. Predict the potential outcomes of each option when making a health-related decision.**

Examples:

- Predict the outcomes of a good time management plan on health and wellness.
- Make a list of possible hazards around the community and describe the potential dangers of the hazards.

**e. Choose a healthy option when making a decision.**

Examples:

- Determine which foods would be a healthy choice from a favorite restaurant menu.
- Make a commitment to wear a seat belt when riding in a car.

**f. Describe the outcomes of a health-related decision.**

Examples:

- Describe the consequences of using positive peer pressure to avoid using drugs.
- Describe strategies to help you make better grades in school (e.g., less time watching television, plenty of sleep, good nutrition).

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

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Eighth grade students will utilize critical skills to achieve both short-term and long-term health goals and continue to aspire to maintain these goals in the future. Students should be prepared to modify goals when faced with changing abilities, priorities, and responsibilities.

**Elements:**

**a. Compile and assess personal health practices.**

Examples:

- Identify and avoid dangers to one's safety in the home, community, and school.
- Compile health information and assess its impact on your health.

**b. Develop a goal to adopt, maintain, or improve a personal health practice.**

Examples:

- Discuss the importance of having regular physical examinations.
- Learn standard First Aid skills that could assist with sudden illness or injuries.

**c. Outline the strategies and skills necessary to attain a personal health goal.**

Examples:

- Create a list of ways to resist peer pressure to be disrespectful of others.
- Analyze the sequence of events that may lead to violent actions and list ways that personal behaviors may be monitored to help one avoid violence.

**d. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.**

Examples:

- Demonstrate the ability to set goals to prevent and manage unhealthy relationships.
- Describe how personal stressors may require an individual to modify personal health goals.

**e. Explain how early sexual behavior can affect achieving long-term health goals.**

Examples:

- Discuss the importance for setting personal boundaries and limits related to sexual behavior.
- Explain the importance for making a personal commitment to remain sexually abstinent.

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

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

**Elements:**

**a. Examine the relationship between assuming responsibility for personal health and avoiding risky behaviors.**

Examples:

- Explain how personal choices can influence one's health (e.g., active lifestyle vs. sedentary, good nutritional choices vs. poor diet).
- Analyze the relationship between a positive self-image and using self-control and assertive behaviors.

**b. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.**

Examples:

- Define the role of a peer leader and practice peer leadership. (e.g., anti-smoking campaign).
- Practice basic techniques for helping friends start an active lifestyle (e.g., finding an activity you enjoy, keeping an activity log).

**c. Examine the behaviors to avoid or reduce health risks to self and others.**

Examples:

- Identify the symptoms of alcoholism and recognize that alcoholism is one of the most common forms of chemical dependency.
- Develop a personal plan for avoiding the risks of cancers (consume a low-fat, high fiber diet, reduce exposure to pollutants, and limit exposure to x-rays and sun).



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

**Description:** Students will demonstrate the ability to advocate for personal, family, and community health. Eighth grade students will develop important advocacy skills to create persuasive health enhancing messages to encourage others to adopt healthy behaviors.

**Elements:**

**a. Debate a health issue and support all sides with accurate information.**

Examples:

- Research the causes and methods to prevent sexually transmitted infections (STIs) and create a public service announcement.
- Develop a slide show listing the factual information, history, effects, and legal issues concerning marijuana.

**b. Apply strategies that will influence and support others to make positive health choices.**

Examples:

- Work as a class to keep an activity journal for a week to identify group norms for healthy physical activity.
- Write a letter to the school cafeteria manager suggesting healthy snack alternatives.

**c. Work cooperatively to advocate for healthy individuals, families, and schools.**

Examples:

- Work with a group and plan a skit with someone taking the part of a bully, a victim, and a bystander, and explain how each person felt in each situation.
- Role-play a court case about underage drinking.

**d. Identify ways in which health messages and communication techniques can be altered for different audiences.**

Examples:

- Choose a public service announcement about a tobacco message and identify how it could be altered to reach a younger audience.
- Research and post in the classroom a list of crisis hot lines and support groups for children of abuse.