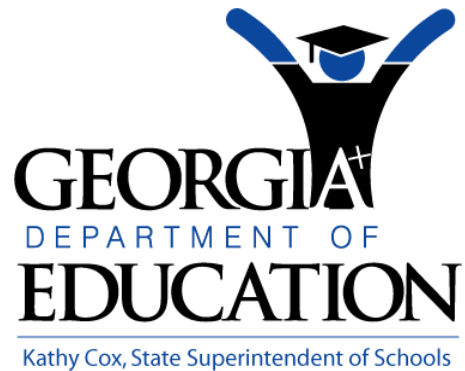


# Georgia Department of Education



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

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## **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.

- **HIGH SCHOOL**

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

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

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

**Elements:**

**a. Predict how health behaviors can affect health status.**

Examples:

- Research and rank the ten leading causes of unintentional death and their risk factors.
- Interpret data on substance use and abuse in the community and its impact on graduation rates and economic capability.

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

Examples:

- Compare and contrast how peer pressure is linked to emotional, intellectual, physical, and social health.
- Describe the interrelationship of having a traumatic physical injury on a person's social and emotional health.

**c. Analyze how environment and personal health are interrelated.**

Examples:

- List possible risks associated with cell phone use or other electronic devices on personal health and safety.
- Evaluate the air quality in a community and its affect on health.

**d. Analyze how genetics and family history can affect personal health.**

Examples:

- Compile family health information needed for detection and treatment of disease prevention related to hereditary factors.
- Analyze the relationship between addictive behaviors and family history of health conditions.

**e. Propose ways to reduce or prevent injuries and health problems.**

Examples:

- Critique health risk behaviors associated with drug and alcohol use and how it affects body systems.
- Create a “No Violence Tolerated Bill” for your school.

**f. Analyze the relationship between access to health care and health status.**

Examples:

- Determine the relationship between health insurance coverage and life expectancy.
- Analyze the connection between availability of vaccines and the reduction of infectious diseases.

**g. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.**

Examples:

- Recommend strategies to avoid violence or criminal activity.
- Evaluate the benefits and barriers to planning healthy meals.

**h. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.**

Examples:

- Argue the use of seatbelts in public transportation versus private vehicles.
- Compare and contrast local data versus national data on HIV infections among teens and young adults.

**i. Analyze the potential consequences of having unprotected sex on physical, emotional, and social health.**

Examples:

- Identify personal health risks of engaging in unprotected sex.

- Analyze the potential emotional severity of engaging in unprotected sex.

**HE H.S.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. 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.

**Elements:**

**a. Analyze how the family influences the health of individuals.**

Examples:

- Describe how family members express their positive and negative feelings.
- Evaluate your family health history and health choices, and recommend strategies to reduce risk.

**b. Analyze how the culture supports and challenges health beliefs, practices, and behaviors.**

Examples:

- Assess how holidays and celebrations can promote unhealthy behaviors.
- Discuss belief systems from various cultures regarding healthy choices.

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

Examples:

- Analyze how peers can influence a person's physical activity level.
- Analyze how peers influence the decision-making process concerning the use of alcohol, tobacco, or illegal drugs.

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

Examples:

- Discuss how school and community facilities can enhance your health practices and behaviors.
- Recommend fund raising strategies for schools and community agencies that also promote healthy choices among students.

**e. Evaluate the effect of media on personal and family health.**

Examples:

- Explain the influences of the media on teen body image.
- Evaluate the influence of media on the selection of products and services related to having healthy skin.

**f. Evaluate the impact of technology on personal, family, and community health.**

Examples:

- Evaluate the effectiveness of movie and video game rating systems regarding teen viewing.
- Debate the pros and cons of using technology to develop new relationships.

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

Examples:

- Discuss peer pressure among teens to wear safety equipment (e.g., “you don’t need a helmet”).
- Exploit the myths associated with females participating in weight training programs.

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

Examples:

- Summarize the effects of choosing unhealthy food choices.
- Analyze how family values and culture guide health practices and behaviors related to seeking or receiving medical treatments.

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

Examples:

- Evaluate the notion that tobacco is a gateway drug.
- Analyze how alcohol use leads to suicidal tendencies among people with depression.



**j. Analyze how public health policies and government regulations can influence health promotion and disease prevention.**

Examples:

- Debate the laws concerning the use of cell phones while driving a car.
- Compare and contrast health practices in the United States to Third World countries.

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

**Description:** The 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.

**Elements:**

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

Examples:

- Discuss the validity of quick weight loss products.
- Analyze claims of legal and illegal supplements on nutrition and physically performance.

**b. Investigate the accessibility of products and services that enhance health.**

Examples:

- Assemble a list of school clubs and youth organizations – what is offered in a local community that enhances health.
- Recommend sports facilities to people with disabilities based on cost, services offered, programs/services offered to people with disabilities, etc.

**c. Utilize resources from school and community that provide valid health information.**

Examples:

- Document from websites the various resources from school and community that provide health information.
- Demonstrate the ability to access resources (e.g., rape crisis centers) that provide accurate information about sexual assault and sexual violence.

**d. Determine when professional health services may be required.**

Examples:

- Summarize when it is necessary to seek help for mental and emotional health problems (e.g., mood disorders, depression, anxiety disorders).
- Demonstrate how to access a trusted adult who can help someone experiencing a potentially life threatening health condition (e.g., asthma attack, seizure).

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

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

**Elements:**

**a. Use skills for communicating effectively with family, peers, and others to enhance health.**

Examples:

- Discuss how to ask someone effectively and respectfully not to smoke.
- Discuss how to communicate clear limits on sexual behaviors.

**b. Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.**

Examples:

- Compare various types of violence and identify warning signs of unhealthy relationships.
- Demonstrate verbal and non-verbal ways to diffuse a volatile situation.

**c. Summarize how to ask for and offer assistance to enhance the health of self and others.**

Examples:

- Create a 'how to ask' booklet for contacting resources in the community which enhances the health of self and others.
- Demonstrate how to ask for help when experiencing symptoms of mental, emotional, or physical health conditions.

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

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

**Elements:**

**a. Determine the barriers to making a positive, healthy decision.**

Examples:

- List personal barriers to reducing stress and the impact on one's health.
- Identify environmental hazards to one's health and well-being.

**b. Develop and apply a decision-making process to a health-related situation.**

Examples:

- Develop and apply a decision-making process for responding to an emergency situation (e.g., determine order of care in an accident for multiple injuries).
- Develop and apply a decision-making process for avoiding or getting out of a violent situation.

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

Examples:

- Explain when input from a health professional would be helpful in making decisions related to substance use or abuse.
- Discuss when it would be appropriate to consult a counselor when one suspects a friend is being abused.

**d. Describe alternative choices to health-related issues or problems.**

Examples:

- Evaluate positive consequences for seeking help for depression.
- Describe the steps individuals should take if they suspect they have contracted a sexually transmitted infection (STI).

**e. Analyze the potential short-term and long-term impact of each decision on self and others.**

Examples:

- Analyze the consequences of the excessive eating of unhealthy foods.
- Analyze the consequences of using illegal drugs for oneself, for one's family, and for the community.

**f. Justify the health-enhancing choices when making decisions.**

Examples:

- Justify the benefits of eating healthy foods and beverages over less healthy foods and beverages.
- Justify the reasons for not using performance enhancing drugs.

**g. Compare and contrast the effectiveness of health-related decisions.**

Examples:

- Compare and contrast the medical decisions made in early historical eras with those of modern medicine.
- Compare and contrast the eating habits of the early 1900's with the habits of today.

**h. Justify the reasons for remaining sexually abstinent.**

Examples:

- Discuss the reason(s) abstinence is the most effective and healthy means for preventing sexually transmitted infections (STIs).
- Analyze risks and consequences of early sexual involvement.

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

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

**Elements:**

**a. Evaluate personal health and health practices.**

Examples:

- Evaluate the pros and cons of various fad diet plans.
- Assess your personal physical activity level.

**b. Design a personal health plan that addresses personal strengths, needed improvements, and risky behaviors.**

Examples:

- Design a personal plan to improve health by quitting or helping others to stop the use of tobacco.
- Design a plan for increasing or maintaining physical activity that demonstrates strengths and improves weaknesses while minimizing risky behaviors.

**c. Monitor personal progress in achieving short-term and long-term personal health goals.**

Examples:

- Monitor progress toward achieving a healthier diet goal.
- Keep a journal of stressful events, how you coped with the stressors, and the outcome of each coping strategy.

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

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

**Elements:**

**a. Demonstrate individual responsibility for improving personal health.**

Examples:

- Participate in a variety of personal health assessments to determine strategies for health enhancement and risk reduction.
- Develop a plan for healthy weight management for teenagers.

**b. Choose a variety of healthy practices and behaviors that will maintain or improve health.**

Examples:

- Use and evaluate safety techniques to avoid and reduce injury (e.g., earthquakes, fire, flood).
- Identify a variety of behaviors that avoid or reduce risks to self and others.

**c. Model behaviors to avoid or reduce health risks.**

Examples:

- Debate ways to reduce the negative impact on the environment.
- Mimic impulsive behaviors and explain strategies for controlling them.

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

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

**Elements:**

**a. Demonstrate accurate peer and societal norms to create a health-enhancing message.**

Examples:

- Create a poster advocating acceptance for a diversity of body types.
- Create a public service announcement promoting the importance of not drinking while driving.

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

Examples:

- Develop a presentation on how to help others prevent and manage conflict and stress in healthy ways.
- Interview someone in the health profession about the risks of oral cancer and how to prevent it and develop an information packet.

**c. Coordinate with others to advocate for improving personal, family, and community health.**

Examples:

- Engage others to develop health campaigns which promote care, consideration, and concern for others. (e.g., HIV, cancer, diabetes).
- Advocate for healthy eating choices at school, home, and in the community through a letter writing campaign. (e.g., TV commercial, campaign, billboard).

**d. Create health messages and communication techniques to target specific audiences.**

Examples:

- Create a skit to demonstrate ways of handling abuse (e.g., sexual harassment, bullying, hazing, fighting, and hate crimes).
- Write a letter to your classmates encouraging them to avoid distractions while driving.