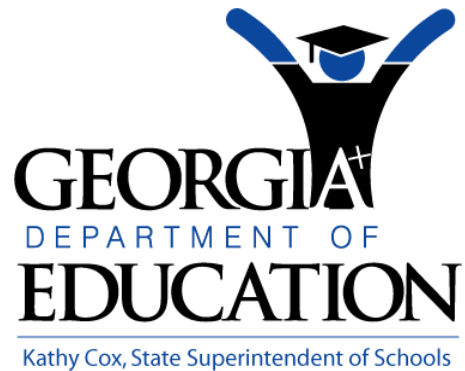


Georgia Department of Education



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

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.

Kindergarten	Kindergarten students will identify healthy behaviors.
First Grade	First grade students will understand how healthy behaviors impact personal health and disease prevention.
Second Grade	Second grade students will identify concepts related to healthy behaviors and disease prevention.
Third Grade	Third grade students will identify health enhancing behaviors and describe behaviors related to disease and injury prevention.
Fourth Grade	Fourth grade students will describe healthy behaviors to prevent or reduce their risk of injury and/or illness.
Fifth Grade	Fifth grade students will describe healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan.
Sixth Grade	Sixth grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.
Seventh Grade	Seventh grade students will describe patterns of healthy behaviors to prevent or reduce their risk of injury and /or illness throughout their lifespan.
Eighth Grade	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.
High School	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.

Kindergarten	Kindergarten students will recognize and identify external factors that influence their personal health.
First Grade	First grade students will recognize and identify internal factors that influence their personal health.
Second Grade	Second grade students will identify and discuss internal and external factors that influence their personal health.
Third Grade	Third grade students will comprehend a variety of internal and external factors that influence health practices and behaviors.
Fourth Grade	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.
Fifth Grade	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.
Sixth Grade	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.
Seventh Grade	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.
Eighth Grade	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.
High School	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.

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

Kindergarten	Kindergarten students will identify skills needed to develop and maintain healthy personal relationships.
First Grade	First grade students will understand their personal feelings as the basis for strengthening their relationships and avoiding conflicts.
Second Grade	Second grade students will demonstrate the ability to identify verbal and non-verbal communication skills as a way to reduce or avoid conflict.
Third Grade	Third grade students will develop and maintain quality relationships and avoid conflicts by using effective verbal and nonverbal communication skills.
Fourth Grade	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.
Fifth Grade	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.
Sixth Grade	Sixth grade students will use verbal and nonverbal skills to develop and maintain healthy personal relationships.
Seventh Grade	Seventh grade students will demonstrate verbal and nonverbal communication skills to improve or maintain healthy relationships.
Eighth Grade	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.
High School	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.

Kindergarten	Kindergarten students will identify health-related situations where decision-making skills are needed.
First Grade	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.
Second Grade	Second grade students will utilize their knowledge of health-related situations to describe how they will make a health-enhancing decision.
Third Grade	Third grade students will indicate when support is needed for making thoughtful decisions about health-related issues or problems.
Fourth Grade	Fourth grade students will determine and explain alternatives to promote healthy decisions regarding health-related issues or problems.
Fifth Grade	Fifth grade students will identify health-related situations and analyze the importance of seeking assistance before making a decision.
Sixth Grade	Sixth grade students will decide if a behavior is healthy or not and recognize unhealthy behaviors as posing a danger to well-being.
Seventh Grade	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.
Eighth Grade	Eighth grade students will model the steps of the decision making process and analyze the importance of seeking assistance before making a decision.
High School	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.

Kindergarten	Kindergarten students will identify personal health goals and determine who can assist them in achieving their goals.
First Grade	First grade students will identify actions needed to achieve short-term health goals, as well as who can assist them in achieving their goals.
Second Grade	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.
Third Grade	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.
Fourth Grade	Fourth grade students will develop personal goals for positive health and discuss resources to assist them with their goals.
Fifth Grade	Fifth grade students will set personal health goals, track progress of the goals, and identify resources to assist them in achieving the goals.
Sixth Grade	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.
Seventh Grade	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.
Eighth Grade	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.
High School	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.

Kindergarten	Kindergarten students will name health behaviors to prevent injuries, diseases, and disorders.
First Grade	First grade students will identify steps to maintain or improve personal health.
Second Grade	Second grade students will practice healthy behaviors to prevent injuries, diseases, and disorders.
Third Grade	Third grade students will demonstrate healthy skills to prevent injuries, diseases, and disorders.
Fourth Grade	Fourth grade students will demonstrate healthy behaviors to prevent injuries, diseases, and disorders.
Fifth Grade	Fifth grade students will perform healthy behaviors and avoid and/or reduce risky behaviors.
Sixth Grade	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.
Seventh Grade	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.
Eighth Grade	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.
High School	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.

Kindergarten	Kindergarten students will role model healthy behaviors that promote personal health and encourage positive choices for others.
First Grade	First grade students will demonstrate healthy skills to encourage others to practice healthful behaviors.
Second Grade	Second grade students will demonstrate healthy behaviors that encourage others to practice healthy behaviors.
Third Grade	Third grade students will share accurate health information and demonstrate healthy behaviors to encourage others to practice healthy behaviors.
Fourth Grade	Fourth grade students will give sources of valid information about health issues and perform healthy behaviors to encourage others to adopt health-enhancing behaviors.
Fifth Grade	Fifth grade students will express opinions on health issues and encourage others to adopt health-enhancing behaviors.
Sixth Grade	Sixth grade students will apply advocacy skills that encourage others to adopt health-enhancing behaviors.
Seventh Grade	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.
Eighth Grade	Eighth grade students will develop important advocacy skills to create persuasive health-enhancing messages to encourage others to adopt healthy behaviors.
High School	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.

V. Georgia Health Education Performance Standards

Kindergarten

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

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

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

Elements:

a. Name healthy behaviors.

Examples:

- Identify healthy food choices.
- Explain why healthy behaviors such as brushing teeth and getting adequate sleep are important.

b. Identify that physical health is one dimension of health and wellness.

Examples:

- Identify that a healthy person exercises, eats well, and goes to the doctor.
- Describe ways to prevent the spread of communicable diseases to promote physical health.

HEK.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. Kindergarten students will recognize and identify external factors that influence their personal health.

Elements:

a. Explain how family influences personal health practices.

Examples:

- Name physical activities family members can participate in together(e.g., raking leaves, walking, playing sports).
- Identify family rules that promote health and safety (e.g., washing hands before meals).

b. Identify what the school can do to support personal health practices.

Examples:

- Identify the kinds of healthy foods served by the school cafeteria.
- Discuss the purpose for school playground rules.

c. State how the media influences behaviors.

Examples:

- Discuss how advertisements (e.g., rhymes, jingles) can influence individuals to purchase certain products.
- Discuss how family, culture, and the media influence food choices.

HEK.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. Kindergarten students will identify trusted adults who can assist them in enhancing their health.

Elements:

a. Discuss the role of trusted adults and health professionals as sources of health information.

Examples:

- Describe the role of a variety of health care professionals in promoting health (e.g., dentist, eye doctor).
- Discuss the role of the school nurse in prompting student wellness.

b. Identify school and community health helpers.

Examples:

- Identify community helpers who can assist students in understanding the safety procedures.
- Discuss the people in the school who can help you when a student is being bullied.

HEK.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. Kindergarten students will recognize skills needed to develop and maintain healthy personal relationships.

Elements:

a. Discuss ways to express feelings in a healthy way.

Examples:

- Describe how to express emotions in healthy ways.
- Discuss how to express feelings to prevent a conflict from starting.

b. Develop listening skills to enhance health.

Examples:

- Explain how a person with good listening skills can enhance his or her health.
- Participate in a role-play to help recognize good listening skills.

HEK.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. Kindergarten students will identify health-related situations where decision-making skills are needed.

Elements:

a. Identify health-related situations.

Examples:

- Identify potential risky health situations at school.
- Describe possible causes of conflict with classmates.

b. Discuss when and what assistance is needed for health-related situations.

Examples:

- Identify who to ask for help when you are ill at school.
- Explain when someone should call 911.

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

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

Elements:

a. Name a personal health goal.

Examples:

- Identify several potential health goals.
- Set a goal to brush your teeth three times a day every day.

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

Examples:

- Describe how a family member can be a role model by eating healthy foods.
- Role play how parents can remind children to practice healthy behaviors.

HEK.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. Kindergarten students will name health behaviors to prevent injuries, diseases, and disorders.

Elements:

a. Show healthy behaviors that improve personal health and wellness.

Examples:

- Demonstrate the correct technique for brushing teeth.
- Practice stress management skills.

b. Demonstrate healthy behaviors that prevent injuries.

Examples:

- Practice safety precautions used before crossing the street.
- Show basic first-aid procedures for bandaging a scrape.

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

Description: Kindergarten students will role model healthy behaviors that promote personal health and encourage positive choices in others.

Elements:

a. Seek assistance to promote personal health.

Examples:

- Request help when deciding on healthier snack options.
- Ask for help when being teased at school.

b. Encourage peers to make positive health choices.

Examples:

- Draw a picture to encourage classmates to use a booster seat or wear a safety belt.
- Remind students to cover their nose and mouth when they sneeze.

FIRST GRADE

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

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

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

Elements:

a. Tell how healthy behaviors impact personal health and wellness.

Examples:

- Describe why being tobacco free is a healthy behavior.
- Identify the health benefits of working together to solve a problem.

b. Describe ways to prevent communicable diseases.

Examples:

- List ways to prevent germs from spreading.
- Describe the correct way to wash your hands.

HE1.2: 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. First grade students will recognize and identify internal factors that influence their personal health.

Elements:

a. Identify how family influences personal health practices.

Examples:

- Describe how a family member can model healthy behaviors (e.g., eating healthy foods, exercising on a regular basis).
- Identify how celebrating family holidays can impact health practices.

b. Identify what the school can do to support personal health practices.

Examples:

- Identify how schools can participate in health events (e.g., Red Ribbon week).
- Explain school safety rules for the classroom, cafeteria, and playground.

HE1.3: 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. First grade students will list valid health resources to enhance their health.

Elements:

a. List the roles and responsibilities of professionals who assist with enhancing health.

Examples:

- List the responsibilities of a school bus driver in keeping the passengers safe.
- Explain why doctors are important members of the community.

b. Identify ways to locate school and community health helpers.

Examples:

- Identify community helpers who would help with understanding ways to improve the environment.
- Discuss people in the school who can help when a student is feeling sad or hurt.

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

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

Elements:

a. Recognize ways to respond when in an unwanted, threatening, or dangerous situation.

Examples:

- Describe how to avoid second hand smoke.
- Determine effective refusal skills to avoid unsafe situations.

b. Discuss ways to tell a trusted adult if threatened or harmed.

Examples:

- Give examples of when it is important to ask an adult for help when confronted with an unsafe situation.
- Demonstrate how to report a dangerous situation to an adult.

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

Description: Students will use decision making skills to identify, apply, and maintain health-enhancing behaviors. First grade students will list health-related situations, as well as identify people who can assist them with solving problems, in order to make health-enhancing decisions.

Elements:

a. List health-related situations.

Examples:

- Describe situations in which students must choose between healthy and risky behaviors.
- Discuss different ways of preventing air pollution.

b. Identify people who can help solve problems and make decisions.

Examples:

- Identify various school personnel who can assist students with health-related problems (e.g., teacher, nurse, principal, and counselor).
- Identify the role of various emergency workers in the community.

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

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

Elements:

a. Identify actions needed to achieve a short term personal health goal.

Examples:

- Identify what actions would be useful in achieving a short-term personal health goal (e.g., schedule for brushing teeth, checklist for eating healthy foods).
- Identify actions that can keep students injury free while at recess.

b. Identify who can assist you in achieving health goals outside your family.

Examples:

- Identify who can assist in teaching students how to appropriately express feelings (e.g., teacher, counselor, and parent).
- Describe ways that parents and other trusted adults can help a student meet a goal of eating more fruits and vegetables.

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

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. First grade students will identify steps to maintain or improve personal health.

Elements:

a. Practice health behaviors to maintain personal health and wellness.

Examples:

- Participate in a role play on how to promote cooperation.
- Demonstrate proper safety procedures to follow when exiting a burning building (e.g., crawl out quickly, go to meeting place, if clothing catches fire; stop, drop, and roll).

b. Model behaviors that reduce health risks.

Examples:

- Draw a picture of yourself eating a healthy snack.
- Act out different activities that will help your heart become stronger.

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

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

Elements:

a. Obtain assistance to promote health and wellness.

Examples:

- Encourage parents and other caretakers to help students make healthy eating choices.
- Ask a parent or other trusted adult to take a walk after school to increase physical activity.

b. Make requests to promote personal health.

Examples:

- Ask a teacher for helpful suggestions when trying to resolve a conflict.
- Ask a parent or sibling to help list ways to make your home or neighborhood a safer environment.

SECOND GRADE

Students in second grade learn about growth and development throughout life as well as about body systems. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal and community health.

HE2.1: 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. Second grade students will identify concepts related to healthy behaviors and disease prevention.

Elements:

a. Recognize that there are multiple dimensions of health.

Examples:

- Explain the relationship between feelings and behaviors.
- Describe the difference between behaviors that enhance your physical and mental health.

b. Describe ways to prevent the spread of communicable diseases.

Examples:

- Describe the relationship between germs and communicable diseases.
- Identify food safety precautions.

HE2.2: 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. Second grade students will identify and discuss internal and external factors that influence their personal health.

Elements:

a. Discuss how the family influences personal health practices and behaviors.

Examples:

- Discuss the importance of each family member in promoting healthy lifestyles.
- Discuss the importance of family rules and the consequences that can occur from not following established rules.

b. Describe how the media can impact health behaviors.

Examples:

- Describe how advertisements can influence food choices.
- Explain how television viewing can decrease an individual's level of physical activity.

HE2.3: 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. Second grade students will identify trusted adults, health care professionals, and school and community individuals who can help enhance their health.

Elements:

a. Identify trusted adults and professionals who can help promote health.

Examples:

- Identify adults with whom students can discuss their feelings.
- Identify people who can provide accurate information about safety.

b. Identify ways to locate school and community health helpers.

Examples:

- Identify adults and professionals who help to promote regular physical activity.
- Identify community individuals that would encourage you to “Just Say NO” to illegal drugs.

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

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

Elements:

a. Demonstrate healthy ways to express needs, wants, and feelings.

Examples:

- Demonstrate how to express feelings to prevent conflict from starting.
- Demonstrate empathy for others.

b. Demonstrate listening skills to enhance health.

Examples:

- Show how body language and eye contact can enhance communication.
- Demonstrate techniques of effective listening.

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

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

Elements:

a. Describe a health-related situation.

Examples:

- Describe what to do when a student feels scared or frightened.
- Explain how to say no to peer pressure to use drugs and alcohol.

b. Identify health-related situations when assistance is needed.

Examples:

- Identify what to do if someone is ill or injured and in need of assistance.
- Describe what to do if someone is being bullied.

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

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

Elements:

a. Implement actions to achieve a short-term personal health goal.

Examples:

- Identify safe ways to ride in a vehicle.
- Set a time limit on the amount of television programming and video games per week.

b. Identify individuals who can assist in helping achieve a personal goal.

Examples:

- Describe how individuals can help students reach their dietary goals.
- Identify people in the school who can assist students in achieving their fitness goals.

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

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

Elements:

a. Demonstrate healthy practices and behaviors to maintain or improve personal health.

Examples:

- Design a meal based on the food guide pyramid.
- Participate in a role play on how to resist peer pressure to violate family or school rules.

b. Demonstrate behaviors that avoid or reduce health risks.

Examples:

- Describe ways to prevent transmission of head lice.
- Create a poster showing safety gear used when bicycling.

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

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

Elements:

a. Make requests to promote health and wellness.

Examples:

- Request foods that build strong teeth or keep teeth healthy.
- Ask a family member to play an activity outside.

b. Encourage peers to make positive choices.

Examples:

- Design a poster encouraging peers to avoid unhealthy behaviors.
- Role-play situations in which two students show respect for each other by using respectful words and actions.

THIRD GRADE

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

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

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Third grade students will identify health enhancing behaviors and describe behaviors related to disease and injury prevention.

Elements:

a. Identify the link between healthy choices and being healthy.

Examples:

- Illustrate the link between the six main nutrients and being healthy.
- Examine the harmful effects of tobacco and alcohol on the body.

b. Recognize times when it might be important to seek health care or emergency help.

Examples:

- Identify potential dangers found at school and at home and whom to call for assistance in case of emergency.
- Recognize symptoms that might need treatment from a health care provider (e.g, fever, sore throat, toothache).

c. Give examples of intellectual, physical, emotional, and social health.

Examples:

- Describe the impact of stress on multiple dimensions of health.
- List behaviors that contribute to intellectual, physical, emotional, and social health.

HE3.2: 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. Third grade students will comprehend a variety of internal and external factors that influence health practices and behaviors.

Elements:

a. Describe how the family influences personal health practices.

Examples:

- Recognize the role that a parent or guardian plays in caring for a child.
- Discuss importance of family activities related to wellness (e.g., dental visits, exercise, and good nutrition).

b. Identify how peers can influence healthy and unhealthy behaviors.

Examples:

- Describe examples of positive and negative peer pressure.
- Describe methods of handling teasing and harassment.

c. Identify consumer influences.

Examples:

- Determine target audiences for specific media and advertisements.
- Create an advertisement designed to promote a healthy choice.

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

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

Elements:

a. Describe characteristics of valid health information, products, and services.

Examples:

- Describe characteristics of valid sources of health information available on the internet.
- Collect and compare health information from the labels of common household items.

b. Label resources from home, school, and community that provide valid health information.

Examples:

- List family members, school personnel, and community leaders (e.g., health experts, legal and medical professionals, business men and women, volunteer and service agencies and civic groups) that are good resources of valid health information.
- Identify sources for accurate information about how to prevent injury.

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

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

Elements:

a. Recognize the importance of assertively refusing pressure to engage in an unhealthy behavior.

Examples:

- Discuss healthy ways to express needs, wants, and feelings.
- Demonstrate refusal and negotiation skills to enhance health (e.g., alcohol, tobacco).

b. Identify how listening skills can be used to build and maintain healthy relationships.

Examples:

- Describe how active listening is important to be a positive friend and family member.
- Demonstrate listening skills as a way to show caring and respect.

c. Recognize causes of conflicts and applies nonviolent strategies to manage or resolve.

Examples:

- Describe how effective communication skills enhance healthy behaviors.
- List nonviolent strategies for resolving conflicts.

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

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

Elements:

a. Indicate routine health-related situations.

Examples:

- Describe personal choices that contribute to personal health and wellness.
- Give examples of what to do when home alone and someone comes to the door.

b. Discuss situations when support is needed when making a health-related decision.

Examples:

- Discuss how adults can help an individual avoid tobacco.
- Examine when it is appropriate to tell a teacher about a problem with another student.

c. Discuss various options to health-related issues or problems.

Examples:

- Examine safety tips in walking to school, riding the bus, and riding in a car to school each day.
- Create a guidebook describing ways students could be more active and less sedentary.

d. Indicate the possible consequences of each choice when making a health-related decision.

Examples:

- Discuss what could happen if students stopped flossing and brushing their teeth.
- Classify possible consequences to physical, intellectual, and emotional health if a student does not get adequate sleep.

e. Identify a healthy choice when making a decision.

Examples:

- Describe the health implications of students after school activity choices.

- Analyze the consequences for not following safety instructions (e.g., stay seated on the bus, walk in the hallways).

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

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

Elements:

a. Select a personal long-term health goal and determine actions needed to achieve the goal.

Examples:

- Select a personal health goal related to healthy sleep habits (e.g., establish morning and bedtime routines, record the number of hours of sleep, and track progress).
- Select a personal fitness goal, determine what is necessary to achieve the goal, and monitor progress for achieving the goal.

b. Recognize resources needed to achieve a personal health goal.

Examples:

- Recognize that parents, teachers, and school counselors can help with a goal to manage angry feelings appropriately.
- Recognize resources in the community that can help you achieve personal goals (e.g., YMCA, Boys Club, recreation centers, and school clubs).

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

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

Elements:

a. Practice healthy behaviors.

Examples:

- Keep a daily log of all of the health choices a student makes throughout the day.
- Demonstrate how to say “no” when pressured to engage in a risky behavior.

b. Perform healthy practices that maintain or improve personal health.

Examples:

- Wear appropriate footwear before engaging in an outdoor physical activity.
- Develop a log to record how often you exercise.

c. Demonstrate actions to avoid and reduce health risks.

Examples:

- Demonstrate ways to reduce stress throughout the day.
- Apply safety rules for engaging in an outdoor physical activity requiring the use of special equipment (e.g., baseball helmet, glove, and catcher’s mask).

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

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

Elements:

a. Share accurate information about a health issue.

Examples:

- Share with family members suggestions for conserving water in their daily practices.
- Show the class how to properly clean a minor abrasion (e.g., skinned knee and scrapes).

b. Encourage others to make positive health choices.

Examples:

- Explain the importance of exercise to a family member and think of ways family members can exercise together.
- Design a banner to encourage others to recycle.

FOURTH GRADE

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

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

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

Elements:

a. Recognize the relationship between health behavior and disease prevention.

Examples:

- Describe the relationship between tobacco use and nicotine addiction.
- Identify risk factors and behaviors related to heart disease and heart related conditions (e.g., high blood pressure, obesity, stress).

b. Predict the short and long term effects of health choices on the multiple dimensions of health.

Examples:

- Describe the long and short term health benefits of avoiding foods high in sugar, fat, and sodium.
- Describe the relationship between exercise and caloric intake on weight management.

c. Describe ways to promote a safe and healthy community environment.

Examples:

- Identify threats to personal safety and how to avoid them.
- Describe emergency procedures related to fire safety.

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

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Fourth grade students will compare 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.

Elements:

a. Identify the influence of culture on health practices and behaviors.

Examples:

- Identify the health impact of eating and drinking habits associated with particular social events (i.e., holidays, sporting events)
- Determine the nutritional benefits of foods from other cultures.

b. Describe how the school and community can support personal health practices and behaviors.

Examples:

- Identify ways to prevent the spread of communicable disease in the community (e.g., hygiene, inoculation, quarantine)
- Compare and contrast the nutritional value of food from various places. (e.g., fast food, home prepared, school provided).

c. Describe how technology and the media can influence personal health.

Examples:

- List media influences that most impact student's consumer decisions (e.g., commercials, movies, books, music).
- Predict the outcome if more people watched less TV and engaged in a regular exercise program.

HE4.3: 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. Fourth grade students will identify services that promote healthy living within the school and community.

Elements:

a. Recognize the characteristics of valid health information, products, and services.

Examples:

- Discuss health-related products that are available to promote a healthier individual.
- Analyze the impact of local health services on community health.

b. Summarize the services that school, family, and community provide concerning personal health

Examples:

- Analyze the roles and responsibilities of health care professionals and other adults in promoting personal health and wellness.
- Identify a trusted adult, such as a parent, school nurse, counselor, or teacher, who can provide helpful information about preventing tobacco use.

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

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

Elements:

a. Describe effective negotiation skills to manage or resolve conflict.

Examples:

- Explain the benefits of non-violent conflict resolution strategies to others.
- Describe how to express feelings to prevent conflict from starting or escalating.

b. Demonstrate skills that communicate care, consideration, and respect of self and others, including those with disabilities.

Examples:

- Demonstrate ways to respect personal space and boundaries.
- Identify special qualities in self and others.

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

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

Elements:

a. Explain a situation that may require a thoughtful health-related decision.

Examples:

- Discuss options of what to do in potentially dangerous situations (e.g., being lost, stranded without a ride home, riding with someone who causes you to feel unsafe).
- Demonstrate everyday decisions that contribute to being a good friend.

b. Determine when help is needed to make a health-related decision.

Examples:

- Determine when a counselor is needed for anger management.
- Discuss options for seeking assistance when are being bullied.

c. Indicate healthy alternatives to health-related issues and problems.

Examples:

- Provide positive alternatives to resolve a conflict.
- Develop a plan to participate in heart-healthy physical activities after school.

d. Describe the possible consequences of each option when making a health-related decision.

Examples:

- Discuss the possible consequences of swimming alone.
- Describe the impact of developing a chronic disease on health and wellbeing.

e. Determine a healthy choice when making a decision.

Examples:

- Create a list of possible consequences if rules are not followed (e.g., running in the hallway, talking loud on the bus, throwing a baseball bat).
- Analyze the reasons for seeking parent permission before engaging in an unsupervised physical activity (e.g., skating, bike riding, jogging).

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

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

Elements:

a. Develop a personal health goal and identify ways to monitor its progress.

Examples:

- Track a personal health goal related to consuming more fruits and vegetables using a chart to track intake.
- Create a personal health goal related to the influence of rest, food choices, exercise, sleep, or recreation on a person's well being and determine how to monitor progress.

b. Discuss resources needed to help achieve a personal health goal.

Examples:

- Discuss the reasons for consulting a parent before taking medication.
- Describe individuals who should be consulted before a student plans a neighborhood clean-up project`.

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

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

Elements:

a. Practice beneficial health behaviors.

Examples:

- Practice first aid for minor injuries.
- Write, sign, and decorate pledge cards to avoid unsafe behaviors (e.g., “I pledge to be alcohol and tobacco free”).

b. Demonstrate a healthy behavior to improve personal health and wellness.

Examples:

- Develop and adhere to a healthy sleep routine.
- Demonstrate deep breathing techniques to reduce test anxiety.

c. Demonstrate behaviors to reduce health risks.

Examples:

- Practice goal-setting steps to reduce stress.
- Plan a weekly menu based on the food guide pyramid.

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

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

Elements:

a. Provide valid health information about a health issue.

Examples:

- Analyze the benefits of being physically active.
- Design a poster listing guidelines used for different weather conditions (e.g. tornado, hurricane, and flood).

b. Help others make positive choices.

Examples:

- Create a poster illustrating ways to handle and prepare foods safely.
- Participate in a group to develop a class presentation on a common health issue impacting children and youth.

FIFTH GRADE

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

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

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

Elements:

a. Describe the relationship between healthy behaviors and personal health.

Examples:

- Develop strategies and skills used to promote personal hygiene.
- Identify the signs, symptoms, and risk factors for cancer, heart disease, obesity, and diabetes.

b. Describe ways to prevent common injuries and health problems.

Examples:

- Describe how each person can impact the health and safety of others.
- Design a personal safety plan to reduce unintentional injuries that occur in the home, school, and/or community.

c. Describe when it is important to seek health care.

Examples:

- Discuss why it is important to talk to a parent, counselor or other medical professional when consistently feeling sad, anxious or depressed.
- Demonstrate proper procedures and basic first aid treatment for a choking victim.

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

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

Elements:

a. Examine the influence of family and peers on personal health behaviors and decisions.

Examples:

- Identify personal health risk factors based on family history and lifestyle behavior.
- Differentiate between actual and perceived peer pressure.

b. Explain how media/technology influences thoughts, feelings, and health behaviors.

Examples:

- Explore the various “images” portrayed by celebrities and their impact on consumer health behavior.
- Describe how a pedometer or heart rate monitor could influence physical activity levels.

c. Describe how the home, school, and community culture can influence personal health.

Examples:

- Identify places in the community designated as a non-smoking environment and list the positive health influence of this designation.
- Identify/establish and participate in a recycling program (e.g., home, school, community).

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

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

Elements:

a. Identify characteristics of valid health information, products, and services.

Examples:

- Examine valid hygiene products and services that promote a healthier individual.
- Distinguish between accurate and inaccurate health information regarding proper weight management techniques.

b. Locate resources from home, school, and community that provide valid health information.

Examples:

- Identify community agencies that provide valid information about a chronic health issue.
- Collect information from community personnel/agencies (e.g., religious advisor, friend, SADD/MADD, DARE, ADVANCE) that share information about health choices.

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

Description: Students will use effective communication skills to enhance personal, family, and community health. Fifth grade students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict. Students will analyze verbal and nonverbal communication skills which can help maintain healthy personal relationships.

Elements:

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

Examples:

- Demonstrate refusal strategies to avoid an unhealthy choice.
- Demonstrate effective friendship/pro-social communication skills (e.g., making introductions, asking to join in, saying “please” and “thank you”, apologize, agree to disagree) to build and maintain relationships.

b. Practice nonviolent strategies to manage or resolve conflicts.

Examples:

- Differentiate between negative (e.g., arguing, fighting) and positive (e.g., compromise, adult help, steer clear, apologize, agree to disagree) behaviors used in conflict situations.
- Develop a class plan to reduce or prevent bullying in the school.

c. Demonstrate how to ask for assistance to enhance personal health and the health of others.

Examples:

- Practice what to say when calling 911 or other emergency numbers.
- Demonstrate how to avoid conflict and when it is necessary for an adult to intervene.

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

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

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, take cigarettes from a parent).
- Identify individuals, places or situations that may increase a student's vulnerability to negative peer pressure.

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

Examples:

- Analyze your options when being pressured by peers to participate in dangerous activities.
- Discuss the reasons for consulting parents or other trusted adults when having problems at school.

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

Examples:

- Identify options for improving the health of one's environment.
- Research the advantages of life-long physical activities to reduce the obesity epidemic.

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

Examples:

- Predict the positive outcomes of a regular exercise plan and healthy nutrition.
- List possible hazards around the home and describe the potential dangers of the hazards.

e. Choose a healthy option when making a decision.

Examples:

- Commit to choosing foods that are healthier options at a fast food restaurant.
- Make a commitment to use the appropriate protective gear during physical activity.

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

Examples:

- Describe the long-term benefits of avoiding peer pressure to engage in unhealthy behaviors.
- Discuss the consequences of spending too much time watching television or playing video games.

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

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

Elements:

a. Set a personal health goal and track progress toward its achievement.

Examples:

- Set a personal health goal related to personal hygiene and use a graph to track progress (e.g., deodorant use, washing with soap, hair care, and dental practices).
- Set a goal to walk at least 5,000 steps a day and log steps daily for two weeks to discuss positive results achieved.

b. Identify and utilize resources to assist in achieving a personal health goal.

Examples:

- Identify resources in the community that offer classes or opportunities for participation that may assist with achieving personal health goals.
- Identify different types of health-care personnel that help students to stay healthy and make a list of routine visits.

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

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

Elements:

a. Practice responsible personal health choices.

Examples:

- Keep a log of daily fluid intake to ensure proper hydration.
- Explain how accepting responsibility and making wise choices helps develop a positive self concept.

b. Demonstrate a variety of healthy practices and behaviors to preserve or enhance personal health.

Examples:

- Create and execute a plan to manage academic, extracurricular, and family responsibilities.
- Simulate safety behaviors to be performed before and after a weather-related emergency.

c. Perform a variety of behaviors that prevent or decrease health risks.

Examples:

- Analyze strategies for maintaining and improving personal health.
- Research the pros and cons of certain types of food preparation practices (e.g., fried vs. baked or broiled).

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

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

Elements:

a. Review accurate information and develop an opinion about a health issue.

Examples:

- Research the short and long term consequences of alcohol use.
- Write a report regarding the long-term effects of disordered eating.

b. Illustrate how to assist others to make positive health choices.

Examples:

- Design a bumper sticker encouraging physical activity (e.g., Got Exercise?).
- Create a song encouraging classmates to eat fruits and vegetables.