Georgia Standards of Excellence (GSE).

Grade 6-8

HEALTH EDUCATION
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Sixth Grade
Health Education

Course: 17.00700
Students in sixth grade generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.

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

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

a. Compare how healthy behaviors and risk practices impact personal health.
b. Identify the interrelationships of emotional and social health in adolescence (e.g., impulsive behavior).
c. Examine how one’s surroundings impact personal health and well-being.
d. Practice ways to reduce or prevent injuries.
e. Identify how health care can promote personal health and well-being.
f. Identify the benefits of practicing healthy behaviors.
g. Describe the consequences of engaging in unhealthy behaviors.
h. Explain the importance of choosing healthy foods and beverages.
i. Describe why household products are harmful if ingested or inhaled.
j. Differentiate short- and long-term effects of alcohol, tobacco, and/or other drug use, including social and legal implications (e.g., vaping, inhalants, opioids, marijuana, weight loss pills, performance-enhancing drugs).
k. Describe positive alternatives to using alcohol and other drugs (e.g., sports, helping in your community).
l. Analyze characteristics of healthy relationships.
m. Describe short and long-term effects of engaging in risky behaviors (e.g., skateboarding without a helmet, sexual behavior choices, tobacco use).
HE6.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- a. Identify the importance of accepting responsibility for personal health behaviors.
- b. Demonstrate healthy behaviors that will maintain or improve the health of self and/or others (e.g., bullying prevention, not littering, choosing healthy foods).
- c. Model practices to avoid or reduce health risks to self and/or others.
HE6.8: Students will demonstrate the ability to advocate for personal, family, and community health.

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

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

Course: 17.00800
Students in seventh grade have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and appropriately use consumer information.

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

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

a. Assess how healthy behaviors influence personal health and well-being (e.g., healthy relationships).
b. Describe the interrelationship of emotional, social, and physical health in adolescence (e.g., environment, exposure to violence, relationships).
c. Cite how family history can impact personal health and well-being.
d. Analyze how the environment can impact personal health (e.g., healthy food availability, safe spaces, air quality).
e. Explain ways to reduce or prevent health risks among adolescents (e.g., nutrition choices, determine the health risks associated with alcohol, tobacco, and other drugs usage and the risk of tattoos and body piercings).

f. Examine the risk of injury or illness if engaging in unhealthy behaviors (e.g., abuse of alcohol, tobacco, other drugs, and sexual violence or abuse, risky sexual activity).
g. Examine the dynamics of healthy and unhealthy relationships, including the right to refuse sexual contact, the legal ramifications of sexual assault, and reporting to a trusted adult.

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

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

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

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

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

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

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

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

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

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

Description: Students will demonstrate the ability to use decision-making skills to enhance health. Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Seventh-grade students will list the steps of the decision-making process, which enables them to collaborate with others to improve the quality of their lives. Students will distinguish between healthy and unhealthy behaviors and discuss their choice with peers.
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a. Describe situations that can help or hinder making a healthy decision and identify situations where making those decisions are more likely to occur.
b. Determine when individual or collaborative decision making is appropriate.
c. Differentiate between healthy and unhealthy alternatives to health-related issues or problems.
d. Relate the potential short-term impact of each alternative to health-related issues or problems on self and others.
e. Select healthy alternatives over unhealthy alternatives when making a decision.
f. Examine the outcomes of a health-related decision.

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

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

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

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

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

a. Describe the importance of accepting responsibility for personal health behaviors.
b. Create personal examples of healthy behaviors that will maintain or improve the health of self and/or others.
c. Demonstrate behaviors to avoid or reduce health risks to self and/or others (e.g., healthy eating, stress relief techniques).
d. Demonstrate tolerance and acceptance of others.
HE7.8: Students will demonstrate the ability to advocate for personal, family, and community health.

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

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

Course 17.09100
Students in eighth grade integrate a variety of health concepts, skills, and behaviors to plan for their personal health goals. These include the prevention of disease and chemical addiction for the promotion of a healthy lifestyle. Students demonstrate confidence in their knowledge and skills. They see themselves as having a role in creating a healthy lifestyle for themselves as individuals, for their families, and the larger community. These students will engage in promoting health in their community.

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

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

a. Analyze the relationships between behaviors and personal health.
b. Summarize the interrelationships of personal health and well-being (e.g., mental, physical, emotional, social).
c. Analyze how the environmental effects on personal health.
d. Research how heredity can impact personal health and well-being (e.g., health and dietary habits, genetic predisposition).
e. Describe ways to reduce or prevent injuries and other adolescent health occurrences.
f. Explain how comprehensive health care can promote personal health and well-being.
g. Describe the benefits of and barriers to practicing behaviors that impact personal health and well-being (e.g., contraceptive accessibility, the proximity of healthy food).
h. Examine the correlation and impact of injury or illness if engaging in unhealthy behaviors (e.g., substance use and academic performance, eating disorders, and overall health).
i. Understand the relationship between key nutrients in food sources to promote health and prevent chronic disease.
j. Compare ways to reduce or prevent injuries.
k. Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others (e.g., chat groups, e-mail, texting, websites, apps).
l. Describe types of violent behaviors and available resources to obtain support (e.g., bullying, dating/family violence, sexual assault, verbal/physical abuse, rape).
m. Examine the dynamics of healthy and unhealthy relationships, including the right to consent and refuse sexual activity and to report to a trusted adult.
n. Identify the qualities of a healthy dating relationship.
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- Analyze the signs, symptoms, and resources for people who engage in self-harming behavior (e.g., suicide attempts, cutting, isolation, experimental substance use)
- Understand school policy and state laws regarding the use, possession, and sale of substances (e.g., alcohol, opioid and illegal drug use, smoking and vaping).
- Explain the relationship between intravenous drug use and transmission of blood-borne diseases (e.g., HIV/AIDS).
- Explain the unintended outcomes of risky behavior.
- Evaluate the physical, mental, emotional and social outcomes of sexual activity

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

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

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

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

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

- Analyze the validity of health information, products, and services to promote personal health and well-being and prevent disease.
- Critique valid health information from home, school, and community, to enhance personal health and well-being (e.g., health screenings, wellness apps).
- Analyze products that enhance well-being and the accessibility of those products within the community.
HE8.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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

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

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

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

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

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

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

a. Evaluate personal health practices.
b. Develop a goal to adopt, maintain, or improve a personal health practice.
c. Outline the strategies and skills necessary to attain a personal health goal.
d. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
e. Explain how risky health behaviors can affect achieving long-term health goals (e.g., sexual activity, substance abuse, physical activity).
HE8.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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

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

b. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. (e.g., sleep log, screen time log).

c. Analyze and apply behaviors that eliminate or reduce health risks to self and/or others (e.g., positive peer influences, refusal skills).

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

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

a. Debate a health issue using evidence-based information.

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

c. Collaborate with others to advocate for the personal health and well-being of individuals, families, and schools.

d. Analyze ways in which health messages and communication methods can be delivered for all audiences.