



Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

HEALTH EDUCATION

Georgia Standards of Excellence (GSE).

High School

Health Education Georgia Standards of Excellence

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

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O.C.G.A. § 20-2-143

Copy Citation

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

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

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

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

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

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

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

State Board of Education Rule

Code: IDB

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

(1) DEFINITIONS.

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

(2) REQUIREMENTS.

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

1. Alcohol and other drug use
2. Disease prevention
3. Environmental health
4. Nutrition
5. Personal health
6. Sex education/AIDS education
7. Safety
8. Mental health
9. Growth and development
10. Consumer health
11. Community health
12. Health careers
13. Family living
14. Motor skills
15. Physical fitness
16. Lifetime sports
17. Outdoor education

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18. Fitness assessment

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

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

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

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

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

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

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

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

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

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

1. An instructional program developed by the American Heart Association or the American Red Cross, or

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2. An instructional program which is nationally recognized and is based on the most current national evidence based emergency cardiovascular care guidelines for

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

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

Effective: September 12, 2018

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

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High School Health Education

Course 17.01100

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

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. High school students will demonstrate patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will describe the interrelationships of emotional, physical, social, and intellectual health and how their surroundings can impact each aspect of health. Students will evaluate established health behavior theories and models.		
HEHS.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HEHS.1.a	Predict how health behaviors can affect health status.	Example <ul style="list-style-type: none">Physical activityAdequate sleep
HEHS.1.b	Describe the relationship between personal health and well-being.	Example <ul style="list-style-type: none">Mental, physical, emotional, social
HEHS.1.c	Analyze how the environment and personal health are interrelated.	Example <ul style="list-style-type: none">Available nutritious foodClean airHealth care availability
HEHS.1.d	Analyze how genetics and family history can affect personal health.	Example <ul style="list-style-type: none">Health and dietary habits, genetic predispositionMedical history of immediate family members
HEHS.1.e	Propose ways to reduce or prevent injuries and health problems.	Example <ul style="list-style-type: none">Nutrition choicesReduce health risks associated with alcohol, tobacco, and other drugs usageReduce risks associated with tattoos and body piercings

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HEHS.1.f	Analyze the relationship between access to health care and health status.	Example <ul style="list-style-type: none">• Regular check-ups and screenings• Regular inoculations
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HEHS.1.g	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Prescription drug accessibility • The proximity of healthy food • The proximity of recreational areas • Availability of health care professionals
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HEHS.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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

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HEHS.1.i	Summarize ways to reduce injuries.	<p>Example</p> <ul style="list-style-type: none"> • Safety hazards in the home, school, and community • Poisoning • Water safety • Sport • Firearms
HEHS.1.m	Describe the process for responding to an emergency.	<p>Example</p> <ul style="list-style-type: none"> • Cardiopulmonary resuscitation (CPR) & automated external defibrillator (AED)
HEHS.1.n	Describe the interrelationships of emotional, intellectual, physical, and social health.	<p>Example</p> <ul style="list-style-type: none"> • Describe how depression (emotion) can affect your body (physical).
HEHS.1.o	Analyze the concept of consent to include a person's right of refusal to participate in undesired activities (drug use, bullying, sexual activity, criminal activity) and that such solicitation should be reported to a trusted adult. (See O.C.G.A 20-2-143 and O.C.G.A 16-6-3)	<p>Example</p> <ul style="list-style-type: none"> • Consent is a clearly communicated agreement • Consent is not assumed by appearance, body language, previous behavior, or silence • Sexual assault should be reported to a trusted adult or authority • Current Georgia code, the year 2020, sets the legal age of consent as related to sexual acts at 16 (O.C.G.A 16-6-3)
HEHS.1.p	Identify signs and situations that contribute to Human Trafficking.	<p>Example</p> <ul style="list-style-type: none"> • Target a victim • Gain trust • Fill a need • Pornography • Isolate the victim • Victims appear disconnected from family, friends, community organizations • Victims stopped attending school • A sudden or dramatic change in behavior
HEHS.1.q	Describe where to report concerns and seek out help concerning human trafficking.	<p>Example</p> <ul style="list-style-type: none"> • Local hotline • State hotline • National hotline
HEHS.1.r	Explain the Georgia court system process for juvenile offenders.	<p>Example</p> <ul style="list-style-type: none"> • Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the

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		<p>decision to transfer to adult court is made, and the possible consequences</p> <ul style="list-style-type: none"> • Ramifications and legal aspects as related to the age of consent. (O.C.G.A 16-6-3 - 2020 age of consent is 16) • Awareness of Georgia Code Title 16. Crimes and Offenses § 16-6-3: <ul style="list-style-type: none"> ○ “Statutory rape is when someone engages in sexual intercourse with any person under the age of 16 years.” ○ “A person convicted of the offense of statutory rape shall be punished by imprisonment for not less than one nor more than 20 years.” (Note: 21 years or older punishment increases) ○ If the victim is at least 14 but less than 16 years of age and the person convicted of statutory rape is 18 years of age or younger and is no more than four years older than the victim, such person shall be guilty of a misdemeanor. • Awareness of relevant U.S. federal laws, which forbid exploitation of children. 18 U.S. Code § 2422 - Coercion and enticement, forbids the use of interstate means of communication, to <i>persuade or entice a minor</i> (defined as under 18) <i>to be involved in a criminal sexual act</i>. This would include instant messenger program
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HEHS.1.s	HEHS.1.s Identify and discuss the life-saving benefits of organ and tissue donation, and analyze how personal, familial, media, and environmental factors influence decisions about donations.	<p>Example:</p> <ul style="list-style-type: none"> • Lifesaving potential of organ and tissue donation. • Facts and myths related to organ and tissue donation. • Statewide organ donor registry. • Informed decision-making.
HEHS.1.t	HEHS.1.t Understand how an individual can register as a donor.	<p>Example:</p> <ul style="list-style-type: none"> • How to become an organ donor. • Georgia Driver’s License application. • Age requirement is 18 or requires guardian permission.

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Description: Students will analyze the positive and negative influence of family, peers, culture, media, technology, and other factors on health behaviors. High school students will analyze a variety of positive and negative influences within society. Students will identify the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms. Students will analyze how policies and regulations influence health promotion and risk reduction.

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

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

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

	Expectations	Evidence of Student Learning
HEHS.2.g	Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> Alcohol and drug use increase unhealthy driving behaviors Texting and driving
HEHS.2.h	Analyze how public health policies and government regulations can influence health promotion and disease prevention.	<p>Example</p> <ul style="list-style-type: none"> Laws dealing with the drinking age Sentencing for crimes involving drug use Policy on tobacco in a public setting and secondhand smoke

Description: Students will access valid health information and health-promoting products and services. High school students will critique the validity of health information, health-promoting products, and services to prevent and detect health problems. Using critical thinking and analysis skills, high school students will be able to assess the validity of health information and products and services used in the prevention, early detection, and treatment of health problems.

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

	Expectations	Evidence of Student Learning
HEHS.3.a	Critique the validity of health information, products, and services	<p>Example</p> <ul style="list-style-type: none"> Reliable/unreliable web information Facts/opinions
HEHS.3.b	Investigate the accessibility of products and services that enhance health.	<p>Example</p> <ul style="list-style-type: none"> Wellness apps Websites
HEHS.3.c	Utilize resources from school and community to access valid health information.	<p>Example</p> <ul style="list-style-type: none"> Exercise programs Health related clubs School staff (CTAE, Nurse, Health Teacher)

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HEHS3.d	Explain the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship.	<p>Example</p> <ul style="list-style-type: none"> • Pornography • Film • Language
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Description: The student will use effective communication skills to enhance personal, family, and community health. High school students will demonstrate effective verbal and nonverbal communication skills to develop and maintain healthy relationships. Students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

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

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

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

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HEHS.5.g	Compare and contrast the short- and long-term outcomes of health-related decisions.	<p>Example</p> <ul style="list-style-type: none"> Screen time: short term fun - long term lack of physical activity
HEHS.5h	<p>Justify the reasons for remaining sexually abstinent.</p> <p>See O.C.G.A 20-2-143; CODE IDB 160-4-2-.12</p>	<p>Example</p> <ul style="list-style-type: none"> Discuss the reason(s) abstinence from sexual activity is an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases. Analyze the risks and consequences of early sexual involvement.
HEHS.5.i	Apply the decision-making process to make an informed decision about becoming an organ and tissue donor.	<p>Example:</p> <ul style="list-style-type: none"> Use a model or combination of models with a health choice situation. Sample Model <p>Step 1: Identify the decision. Step 2: Brainstorm the options. Step 3: Seek help or assistance. Step 4: Make a decision. Step 5: Describe the outcome.</p>

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

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

	Expectations	Evidence of Student Learning
HEHS.6.a	Identify health goals based on an evaluation of personal health and health needs.	<p>Example</p> <ul style="list-style-type: none"> Emotional wellbeing Physical wellbeing Disease prevention
HEHS.6.b	Develop a personal health action plan to address health goals.	<p>Example</p> <ul style="list-style-type: none"> Select a goal-setting model Write clear and measurable goals Create a specific action plan Reflect on your progress Revise if needed Celebrate accomplishments

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HEHS.6.c	Analyze barriers and solutions to achieving health goals.	Example <ul style="list-style-type: none">• Have a health action plan• List barriers and solutions• Revise if needed• Celebrate accomplishments
HEHS.6.d	Monitor progress in achieving short-term and long-term personal health goals.	Example <ul style="list-style-type: none">• Read your goals and visualize yourself accomplishing them.• Revise if needed• Celebrate accomplishments

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

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

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

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

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

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

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

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

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