Georgia Health Education

Grades 9, 10, 11, 12

Adopted 2021

High School (17.01100)

1. **Comprehend concepts related to health promotion and disease prevention to enhance health.** HEHS.1
   - a. Predict how health behaviors can affect health status. HEHS.1.A
   - b. Describe the relationship between personal health and well-being. HEHS.1.B
   - c. Analyze how the environment and personal health are interrelated. HEHS.1.C
   - d. Analyze how genetics and family history can affect personal health. HEHS.1.D
   - e. Propose ways to reduce or prevent injuries and health problems. HEHS.1.E
   - f. Analyze the relationship between access to health care and health status. HEHS.1.F
   - g. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. HEHS.1.G
   - h. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. HEHS.1.H
   - i. Discuss the potential unintended consequences of sexual activity on personal health and well-being. HEHS.1.I
   - j. Describe best practices for nutrition through the life cycle. HEHS.1.J
   - k. Describe the interrelationship of having a traumatic physical injury on a person's social and emotional health. HEHS.1.K
   - l. Summarize ways to reduce injuries. HEHS.1.L
   - m. Describe the process for responding to an emergency. HEHS.1.M
   - n. Describe the interrelationships of emotional, intellectual, physical, and social health. HEHS.1.N
   - 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. HEHS.1.O
   - p. Identify signs and situations that contribute to Human Trafficking. HEHS.1.P
   - q. Describe where to report concerns and seek out help concerning human trafficking. HEHS.1.Q
   - r. Explain the Georgia court system process for juvenile offenders. HEHS.1.R

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2. **Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.** HEHS.2

a. Analyze how the family, culture, and environment influence the health of individuals. HEHS.2.A

b. Analyze how the culture supports and challenges health beliefs, practices, and behaviors. HEHS.2.B

c. Analyze how peers influence healthy and unhealthy behaviors. HEHS.2.C

d. Evaluate how the school and community can affect personal health practices and behavior. HEHS.2.D

e. Evaluate the effect of media on personal and family health. HEHS.2.E

f. Evaluate the impact of technology on personal, family, and community health. HEHS.2.F

g. Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors. HEHS.2.G

h. Analyze how public health policies and government regulations can influence health promotion and disease prevention. HEHS.2.H

3. **Demonstrate the ability to access valid information, products, and services to enhance health.** HEHS.3

a. Critique the validity of health information, products, and services. HEHS.3.A

b. Investigate the accessibility of products and services that enhance health. HEHS.3.B

c. Utilize resources from school and community to access valid health information. HEHS.3.C

d. Explain the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship. HEHS.3.D

4. **Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.** HEHS.4

a. Demonstrate effective communication with family, peers, and others to enhance health. HEHS.4.A

b. Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others. HEHS.4.B

c. Demonstrate how to ask for and offer assistance to enhance the health of self and others. HEHS.4.C

5. **Demonstrate the ability to use decision-making skills to enhance health.** HEHS.5

a. Determine the barriers to making a positive, healthy decision. HEHS.5.A

b. Develop and apply a decision-making process to a health-related situation. HEHS.5.B

c. Explain when individual or collaborative decision making is appropriate. HEHS.5.C

d. Describe evidence-based choices to health-related issues or problems. HEHS.5.D

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e. Analyze the potential short-term and long-term impact of each decision on self and others. HEHS.5.E

f. Explain how decisions can negatively and positively impact personal health and well-being. HEHS.5.F

g. Compare and contrast the short- and long-term outcomes of health-related decisions. HEHS.5.G

h. Justify the reasons for remaining sexually abstinent. HEHS.5.H

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6. **Demonstrate the ability to use goal-setting skills to enhance health.** HEHS.6

   a. Identify health goals based on an evaluation of personal health and health needs. HEHS.6.A

   b. Develop a personal health action plan to address health goals. HEHS.6.B

   c. Analyze barriers and solutions to achieving health goals. HEHS.6.C

   d. Monitor progress in achieving short-term and long-term personal health goals. HEHS.6.D

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7. **Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.** HEHS.7

   a. Demonstrate individual responsibility for improving personal health. HEHS.7.A

   b. Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health. HEHS.7.B

   c. Model behaviors to avoid or reduce health risks to self and/or others. HEHS.7.C

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8. **Demonstrate the ability to advocate for personal, family, and community health.** HEHS.8

   a. Analyze current unhealthy trends to create accurate health-enhancing messages promoting positive health behaviors. HEHS.8.A

   b. Model strategies to influence and support others to make positive health choices. HEHS.8.B

   c. Coordinate with others to advocate for improving personal, family, and community health. HEHS.8.C

   d. Create health messages and communication techniques to target specific audiences. HEHS.8.D

   e. Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set. HEHS.8.E