

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

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](#)
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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](#)
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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](#)
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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](#)

- 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](#)