

#### 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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