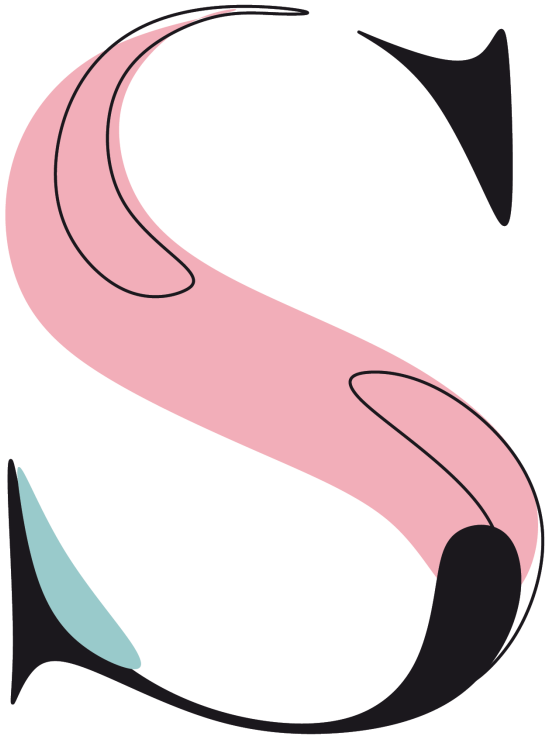
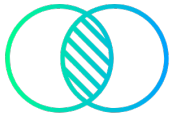


STANDARDS

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum: Aligned with **all** Georgia Standards of Excellence for High School Health Education

Health Education Georgia Standards of Excellence (GSE): https://case.georgiastandards.org/ims/case/v1p1/CFDocuments/d1a06ea7-6d53-4df5-982b-5cbe38cd2ad7

Health Education Georgia Standards of Excellence — High School Health (Course 17.01100)::

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

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

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

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

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

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

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

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

The Health Education Georgia Standards of Excellence (GSE) were adopted by the Georgia State Board of Education on March 25, 2021, with full implementation beginning in the 2022-23 school year. Standards text retrieved verbatim from GaDOE's official CASE standards registry (case.georgiastandards.org).

HEHS.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
Comprehending Concepts	**HEHS.1.a:** Predict how health behaviors can affect health status.	**Begin a Term:** Day 1 (Healthy year vision). **Mental Health:** Day 1-2 (Wellness spectrum). **Stress:** Day 1-2 (Pressure outcomes). **Dangerous Decisions:** Day 1 (Risky choice impact), Day 2 (Substance impact). **Nutrition:** Day 7-8 (Blood sugar/Heart health). **Diseases:** Day 5 (Lifestyle/Chronic prevention). **End a Term:** Day 1 (Scenario 24-25).
	HEHS.1.b: Describe the relationship between personal health and well-being.	**Begin a Term:** Day 1 (Core Scholar), Day 2 (Reflective Identity). **Empathy:** Day 1 (Survey), Day 2 (Venn Diagram). **Self-Esteem:** Day 1 (Survey). **Mental Health:** Day 1-2 (5 Dimensions), Day 9-10 (Wellness Plan). **Body Systems:** Day 1 (Internal Balance). **End a Term:** Day 1 (Homeostasis).
	HEHS.1.c: Analyze how the environment and personal health are interrelated.	**Begin a Term:** Day 2 (Social Determinants). **Self-Esteem:** Day 1 (Environment changes). **Stress:** Day 9-10 (Poverty/Discrimination). **Diversity:** Day 2 (Social Determinants/Barriers). **Nutrition:** Day 3-4 (Food Deserts), Day 9-10 (Economic access). **Diseases:** Day 5 (ZIP code). **Environmental Health:** Day 1 (Workplace Hazard reports). **End a Term:** Day 1 (SDOH Scenario 6).
	HEHS.1.d: Analyze how genetics and family history can affect personal health.	**Mental Health:** Day 1-2 (Biopsychosocial). **Diseases:** Day 5 (Family History). **Alcohol:** Day 4 (Family addiction roles).

	HEHS.1.e: Propose ways to reduce or prevent injuries and health problems.	**Dangerous Decisions:** Day 1 (Risk Management Plan), Day 3 (Distracted driving CDC data). **Violence:** Day 5 (Protective Factors). **First Aid:** Day 1 (Immediate measures). **End a Term:** Day 1 (Scene Safety Scenario).
	HEHS.1.f: Analyze the relationship between access to health care and health status.	**Mental Health:** Day 5-6 (Minor access laws). **Stress:** Day 3-4 (Systemic barriers). **Diseases:** Day 4 (Social conditions). **Alcohol:** Day 2 (Minor in Possession/Treatment access). **Drugs:** Day 4 (Systemic inequities/Stigma). **Sex Education:** Day 9-10 (Confidentiality/Minor access laws).
	HEHS.1.g: Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	**Self-Esteem:** Day 5 (Small steps). **Mental Health:** Day 3-4 (Adaptive coping). **Stress:** Day 9-10 (Habit building). **Nutrition:** Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).
	HEHS.1.h: Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.	**Stress:** Day 1-2 (Vulnerability Survey). **Dangerous Decisions:** Day 1 (Risky driving), Day 2 (Water safety/blackouts), Day 3 (Distracted driving CDC data). **Diseases:** Day 4 (Risk assessment). **Drugs:** Day 3 (Memory/Breathing impact). **Tobacco:** Day 1 (Prefrontal cortex effects). **End a Term:** Day 1 (MC 1-3).
	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.	**Dangerous Decisions:** Day 3 (Sexting/Digital footprint leaks). **Diseases:** Day 4 (STI Stigma challenge). **Sex Education:** Day 1-2 (Sexting consequences), Day 7-8 (Parenting/Financial effects), Day 9-10 (Values check).

	HEHS.1.j: Describe best practices for nutrition through the life cycle.	**Nutrition:** Day 1-2 (Macro/Micro functions), Day 3-4 (Omega-3s), Day 5-6 (Recommended serving sizes analysis), Day 7-8 (Antioxidants/Fiber), Day 9-10 (Nutrient preservation).
	HEHS.1.k: Describe the interrelationship of having a traumatic physical injury on a person's social and emotional health.	**Begin a Term:** Day 1 (Personal Timeline/Future Letter). **Mental Health:** Day 9-10 (Post-traumatic growth). **First Aid:** Day 4 (Panic attacks/Shock).
	HEHS.1.l: Summarize ways to reduce injuries.	**Dangerous Decisions:** Day 1 (Risky driving), Day 2 (Water safety/blackouts), Day 3 (Distracted driving CDC data). **Environmental Health:** Day 1 (Workplace Hazard reports). **End a Term:** Day 1 (Scene Safety Scenario).
	HEHS.1.m: Describe the process for responding to an emergency.	**Dangerous Decisions:** Day 2 (911/Narcan). **First Aid:** Day 1 (3 Ps), Day 2 (ABCDE), Day 4 (Crisis decisions), Day 5 (Emergency leadership).
	HEHS.1.n: Describe the interrelationships of emotional, intellectual, physical, and social health.	**Begin a Term:** Day 1 (Core Scholar). **Mental Health:** Day 1-2 (5 Dimensions). **Stress:** Day 3-4 (Foggy brain/Headaches). **Nutrition:** Day 7-8 (Academic pressure). **Body Systems:** Day 1 (Gut-brain disruption). **End a Term:** Day 2 (Living System).
	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)	**Begin a Term:** Day 2 (Practicing consent). **Empathy:** Day 4 (Saying No). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Violence:** Day 4 (Refusal/Advocacy), Day 5 (Bystander/Confidential reporting). **Sex Education:** Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).

	HEHS.1.p: Identify signs and situations that contribute to Human Trafficking.	Review Required
	HEHS.1.q: Describe where to report concerns and seek out help concerning human trafficking.	Review Required
	HEHS.1.r: Explain the Georgia court system process for juvenile offenders.	Review Required
	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.	Review Required
	HEHS.1.t: Understand how an individual can register as a donor.	Review Required

HEHS.2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
Analyzing Influences	**HEHS.2.a:** Analyze how the family, culture, and environment influence the health of individuals.	**Begin a Term:** Day 1 (Belief formation), Day 2 (Social Determinants). **Empathy:** Day 2 (Culture/Technology). **Self-Esteem:** Day 1 (Media/Family), Day 2 (Early Experiences). **Mental Health:** Day 1-2 (Biopsychosocial). **Nutrition:** Day 3-4 (Cultural honoring). **End a Term:** Day 2 (Generational cycles).
	HEHS.2.b: Analyze how the culture supports and challenges health beliefs, practices, and behaviors.	**Stress:** Day 7-8 (Societal acknowledgment). **Diversity:** Day 1 (Identity), Day 2 (Cultural humility), Day 3 (Narratives). **Violence:** Day 5 (Bystander culture/Gender roles). **Nutrition:** Day 1-2 (Diet Culture).

	HEHS.2.c: Analyze how peers influence healthy and unhealthy behaviors.	**Self-Esteem:** Day 2 (Peer Influence), Day 4 (Conforming pressures). **Mental Health:** Day 7-8 (Online validation influence). **Dangerous Decisions:** Day 1 (Peer Pressure), Day 3 (Groupthink).
	HEHS.2.d: Evaluate how the school and community can affect personal health practices and behavior.	**Mental Health:** Day 9-10 (School climate). **Stress:** Day 1-2 (Wellness centers). **Diversity:** Day 2 (Social Determinants/Barriers). **Nutrition:** Day 9-10 (School food rules/Federal law analysis).
	HEHS.2.e: Evaluate the effect of media on personal and family health.	**Self-Esteem:** Day 1 (Media/Family), Day 4 (Instagram/TikTok). **Mental Health:** Day 1-2 (Social Media Trap). **Violence:** Day 4 (Toxic masculinity/Media Literacy). **Nutrition:** Day 5-6 (Influencer claims). **Diseases:** Day 4 (Media Literacy). **Tobacco:** Day 1 (Vape ad decoding). **Sex Education:** Day 5-6 (Comparison culture).
	HEHS.2.f: Evaluate the impact of technology on personal, family, and community health.	**Empathy:** Day 1 (Technology desensitization). **Mental Health:** Day 7-8 (Digital Balance). **Conflict:** Day 2 (Digital norms). **Dangerous Decisions:** Day 3 (Digital safety). **Violence:** Day 4 (Technology influences). **End a Term:** Day 1 (Online Data Scenario).
	HEHS.2.g: Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.	**Mental Health:** Day 5-6 (Numbing pain). **Stress:** Day 1-2 (Escape/Numb out), Day 7-8 (Grief avoidance). **Dangerous Decisions:** Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence). **Drugs:** Day 2 (Tolerance).

	HEHS.2.h: Analyze how public health policies and government regulations can influence health promotion and disease prevention.	**Dangerous Decisions:** Day 2 (Good Samaritan laws). **Nutrition:** Day 9-10 (School food rules/Federal law analysis). **Alcohol:** Day 2 (BAC limits). **Drugs:** Day 3 (Possession/Misuse consequences). **End a Term:** Day 1 (Legal consequences MC 7).

HEHS.3 Students will demonstrate the ability to access valid information, products, and services to enhance health.		
Accessing Information	**HEHS.3.a:** Critique the validity of health information, products, and services.	**Mental Health:** Day 5-6 (Numbing myths). **Nutrition:** Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). **Diseases:** Day 4 (Media Literacy), Day 5 (Research domains). **Tobacco:** Day 1 (Vape ad decoding).
	HEHS.3.b: Investigate the accessibility of products and services that enhance health.	**Mental Health:** Day 5-6 (Crisis Text Line). **Nutrition:** Day 9-10 (Economic access). **First Aid:** Day 2 (AED Locator), Day 3 (Kit research). **Alcohol:** Day 2 (Minor in Possession/Treatment access). **Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP), Day 9-10 (Planned Parenthood).
	HEHS.3.c: Utilize resources from school and community to access valid health information.	**Begin a Term:** Day 2 (School counselors/nurses). **Mental Health:** Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). **Stress:** Day 3-4 (Valid points of help), Day 5-6 (Wellness centers). **Violence:** Day 5 (Crisis lines). **Sex Education:** Day 1-2 (Counselors), Day 5-6 (CDC guides).
	HEHS.3.d: Explain the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship.	**Sex Education:** Day 1-2 (Hypersexualized media literacy) , Day 3-4 (Gaslighting vs respect).

HEHS.4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
Interpersonal Communication	**HEHS.4.a:** Demonstrate effective communication with family, peers, and others to enhance health.	**Empathy:** Day 1 (Empathetic writing), Day 2 (Emotional vocabulary). **Mental Health:** Day 3-4 (Reacting vs Responding), Day 5-6 (Assertiveness). **Stress:** Day 3-4 ("I" statements), Day 7-8 (Parent-Teen Communicator). **Conflict:** Day 1 (Assertiveness/I-statements), Day 2 (Clarifying needs). **Diversity:** Day 3 (Affirming language).
	HEHS.4.b: Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.	**Begin a Term:** Day 2 (Agreements). **Empathy:** Day 1 (Respectful dialogue), Day 2 (Active Listening), Day 4 (Saying No), Day 5 (Kindness conversations). **Self-Esteem:** Day 5 (People-pleasing boundaries). **Conflict:** Day 1 (Negotiation), Day 2 (Accountability/Repair). **Violence:** Day 5 (NVC - Nonviolent Communication). **End a Term:** Day 1 (Scenario 7-8).
	HEHS.4.c: Demonstrate how to ask for and offer assistance to enhance the health of self and others.	**Mental Health:** Day 5-6 (Seeking support), Day 9-10 (Offering empathy). **Stress:** Day 3-4 (Help-seeking), Day 5-6 (ALGEE), Day 7-8 (Help prompts). **First Aid:** Day 2 (Bystander delegation).

HEHS.5 Students will demonstrate the ability to use decision-making skills to enhance health.		
Decision-Making	**HEHS.5.a:** Determine the barriers to making a positive, healthy decision.	**Self-Esteem:** Day 4 (Conforming pressures). **Stress:** Day 5-6 (Stigma). **Dangerous Decisions:** Day 1 (Decision fatigue), Day 3 (Groupthink). **Nutrition:** Day 5-6 (Identifying barriers).

	HEHS.5.b: Develop and apply a decision-making process to a health-related situation.	**Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). **First Aid:** Day 4 (Crisis decisions). **Sex Education:** Day 7-8 (Decision Scenario). **End a Term:** Day 1 (Scenario 9/26).
	HEHS.5.c: Explain when individual or collaborative decision making is appropriate.	**Stress:** Day 9-10 (Problem-solving). **First Aid:** Day 2 (Bystander delegation), Day 5 (Emergency leadership).
	HEHS.5.d: Describe evidence-based choices to health-related issues or problems.	**Mental Health:** Day 9-10 (NAMI stats). **Dangerous Decisions:** Day 3 (Distracted driving CDC data). **Nutrition:** Day 5-6 (Hidden Sugar Challenge). **Diseases:** Day 5 (Research domains). **Sex Education:** Day 5-6 (CDC guides).
	HEHS.5.e: Analyze the potential short-term and long-term impact of each decision on self and others.	**Begin a Term:** Day 2 (Vortex of Impact). **Stress:** Day 1-2 (Pressure outcomes). **Dangerous Decisions:** Day 1 (Risky choice impact). **Alcohol:** Day 4 (Future you letter). **Sex Education:** Day 7-8 (Parenting/Financial effects). **End a Term:** Day 2 (Waves of impact).
	HEHS.5.f: Explain how decisions can negatively and positively impact personal health and well-being.	**Self-Esteem:** Day 1 (Internal dialogue), Day 3 (Voice choice). **Mental Health:** Day 1-2 (Care choices). **Conflict:** Day 2 (Assertive outcomes). **Diversity:** Day 3 (Dismissive decisions). **Nutrition:** Day 3-4 (Intentional choice).
	HEHS.5.g: Compare and contrast the short- and long-term outcomes of health-related decisions.	**Begin a Term:** Day 1 (Future letter 1/5/10yr). **Stress:** Day 3-4 (Letter to Future Self). **Diversity:** Day 1 (Identity outcomes). **End a Term:** Day 1 (Long-term goal mapping).

	HEHS.5.h: Justify the reasons for remaining sexually abstinent. See O.C.G.A 20-2-143; CODE IDB 160-4-2-.12	**Sex Education:** Day 9-10 (Abstinence proactive choice).
	HEHS.5.i: Apply the decision-making process to make an informed decision about becoming an organ and tissue donor.	Review Required

HEHS.6 Students will demonstrate the ability to use goal-setting skills to enhance health.		
Goal-Setting	**HEHS.6.a:** Identify health goals based on an evaluation of personal health and health needs.	**Begin a Term:** Day 1 (Health Mission Statement). **Empathy:** Day 3 (Active Listening goal). **Self-Esteem:** Day 1 (Self-Esteem Survey). **Stress:** Day 1-2 (Reduction strategy). **Nutrition:** Day 5-6 (Balance survey).
	HEHS.6.b: Develop a personal health action plan to address health goals.	**Empathy:** Day 4 (Action Plan). **Self-Esteem:** Day 4 (Self-acceptance plan). **Mental Health:** Day 9-10 (Personal Mental Health Plan). **Dangerous Decisions:** Day 1 (Risk Management Plan). **Nutrition:** Day 9-10 (SMART goal plan). **Body Systems:** Day 3 (Reproductive wellness plan).
	HEHS.6.c: Analyze barriers and solutions to achieving health goals.	**Self-Esteem:** Day 5 (Small steps). **Mental Health:** Day 5-6 (Support goal). **Nutrition:** Day 3-4 (Cultural honoring), Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).
	HEHS.6.d: Monitor progress in achieving short-term and long-term personal health goals.	**Empathy:** Day 5 (Empathy growth goal). **Stress:** Day 9-10 (Toolkit implementation). **Nutrition:** Day 10 (Food log/MyFitnessPal expenditure tracking). **End a Term:** Day 1 (Long-term goal mapping).

HEHS.7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Practicing Healthy Behaviors	**HEHS.7.a:** Demonstrate individual responsibility for improving personal health.	**Self-Esteem:** Day 5 (Self-advocacy). **Mental Health:** Day 9-10 (Wellness Plan). **Nutrition:** Day 7-8 (Energy check). **Sex Education:** Day 9-10 (Ownership/Rights). **End a Term:** Day 1 (Live it Forward challenge).
	HEHS.7.b: Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.	**Self-Esteem:** Day 2 (Nature Walk), Day 3 (Breathing/Visualization). **Mental Health:** Day 1-2 (Mindful breathing), Day 3-4 (Mental Health Toolbox). **Stress:** Day 1-2 (5-4-3-2-1), Day 5-6 (Temperature Reset), Day 9-10 (Toolkit). **Nutrition:** Day 1-2 (Hydration swap), Day 3-4 (Mindful eating).
	HEHS.7.c: Model behaviors to avoid or reduce health risks to self and/or others.	**Empathy:** Day 4 (Boundaries). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Violence:** Day 5 (Intervention choice). **First Aid:** Day 2 (Hands-only CPR/AED sequence). **Sex Education:** Day 7-8 (Condom Demo/Steps).

HEHS.8 Students will demonstrate the ability to advocate for personal, family, and community health.		
Advocating	**HEHS.8.a:** Analyze current unhealthy trends to create accurate health-enhancing messages promoting positive health behaviors.	**Mental Health:** Day 1-2 (Breaking Stigma PSA). **Stress:** Day 1-2 (Wellness Advocacy Project). **Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk). **Nutrition:** Day 3-4 (PSA Project). **Tobacco:** Day 2 (Tobacco-free advocacy).

	HEHS.8.b: Model strategies to influence and support others to make positive health choices.	**Empathy:** Day 5 (Kindness project). **Mental Health:** Day 9-10 (Positive culture advocacy). **Violence:** Day 5 (Challenging victim-blaming). **Nutrition:** Day 3-4 (Supporting Diego). **Alcohol:** Day 4 (Safe community advocacy). **Drugs:** Day 3 (Harm reduction leadership).
	HEHS.8.c: Coordinate with others to advocate for improving personal, family, and community health.	**Empathy:** Day 5 (40% reduction project). **Mental Health:** Day 5-6 (Planning an initiative). **Conflict:** Day 1-2 (Guidebooks/PSAs). **Diversity:** Day 2 (Advocating for Equity). **Nutrition:** Day 9-10 (School Lunch Advocacy). **Sex Education:** Day 7-8 (Confidential testing advocacy).
	HEHS.8.d: Create health messages and communication techniques to target specific audiences.	**Empathy:** Day 1 (Project Empathy). **Stress:** Day 1-2 (Wellness advocacy project). **Diversity:** Day 3 (Media for Equity). **Sex Education:** Day 7-8 (Testing bookmarks).
	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.	**Begin a Term:** Day 2 (Correcting harmful jokes). **Empathy:** Day 1 (Respectful dialogue). **Conflict:** Day 1 (Culture of Peace). **Diversity:** Day 1 (Ground rules), Day 2 (Honest dialogue), Day 3 (Affirming language). **Violence:** Day 5 (Nonviolent Communication).