

***HealthSmart* Alignment with  
Georgia Standards of Excellence  
Health Education**

**High School, Third Edition  
(Grades 9–12)**

<b>HealthSmart High School Unit Key</b>	
ABST = Abstinence, Personal & Sexual Health EMH = Emotional & Mental Health HIV = HIV, STI & Pregnancy Prevention	NPA = Nutrition & Physical Activity TAOD = Tobacco, Alcohol & Other Drug Prevention VIP = Violence & Injury Prevention
<b>High School</b>	<b>HealthSmart (Unit – Lesson)</b>
<b>HE HS.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
a. Predict how health behaviors can affect health status.	ABST – 1, 2, 3, 4, 5, 7, 9, 10, 13 EMH – 2, 3, 5, 6, 8, 9, 10, 11, 12 HIV – 1, 2, 6, 7, 8, 9, 10, 14 NPA – 1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 16 TAOD – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16 VIP – 2, 15
b. Describe the relationship between personal health and well-being.	EMH – 1
c. Analyze how the environment and personal health are interrelated.	ABST – 2, 3 EMH – 4, 11, 15 VIP – 9
d. Analyze how genetics and family history can affect personal health.	ABST – 3 EMH – 15 TAOD – 2
e. Propose ways to reduce or prevent injuries and health problems.	ABST – 2, 5 EMH – 4, 5, 12, 13, 16 HIV – 4 NPA – 8, 16 TAOD – 13 VIP – 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, 15, 16, 18, 19
f. Analyze the relationship between access to health care and health status.	ABST – 4, 9 EMH – 15, 17
g. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	ABST – 10 EMH – 13, 14, 17 HIV – 4, 11 NPA – 7, 10 TAOD – 6 VIP – 2, 11, 12, 14, 15, 16
h. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.	ABST – 1, 2, 4, 5, 13 EMH – 4 HIV – 3, 6, 7 NPA – 14, 16 TAOD – 7, 8 VIP – 1, 8
i. Discuss the potential unintended consequences of sexual activity on personal health and well-being.	ABST – 7, 10, 14 HIV – 1, 3, 5, 6, 7
j. Describe best practices for nutrition through the life cycle.	NPA – 1, 2, 3, 4, 5
k. Describe the interrelationship of having a traumatic physical injury on a person’s social and emotional health.	Can be included in EMH – 1 and/or VIP - 3
l. Summarize ways to reduce injuries.	VIP – 1, 2, 3, 6, 7
m. Describe the process for responding to an emergency.	VIP – 4

<b>High School (continued)</b>	<b>HealthSmart (Unit – Lesson)</b>
n. Describe the interrelationships of emotional, intellectual, physical, and social health.	EMH – 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.	HIV – 4 Also found in <b>ABST 15, 16</b> and <b>HIV 13</b> [respecting another person’s refusal]; concept can also be addressed in refusal skills instruction in <b>TAOD – 14, 15</b>
p. Identify signs and situations that contribute to Human Trafficking.	VIP – 17
q. Describe where to report concerns and seek out help concerning Human Trafficking.	VIP – 17
r. Explain the Georgia court system process for juvenile offenders.	Not covered
<b>HE HS.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>	
a. Analyze how the family, culture, and environment influence the health of individuals.	ABST – 11 EMH – 8, 15 HIV – 8 NPA – 12, 13 TAOD – 11 VIP – 9, 13
b. Analyze how the culture supports and challenges health beliefs, practices, and behaviors.	ABST – 11 HIV – 8 NPA – 12, 13 TAOD – 11 VIP – 9, 13
c. Analyze how peers influence healthy and unhealthy behaviors.	ABST – 11 EMH – 8, 15 HIV – 8 NPA – 12, 13 TAOD – 11 VIP – 1, 2, 11, 12, 13
d. Evaluate how the school and community can affect personal health practices and behavior.	HIV – 8 NPA – 12 TAOD – 9, 11 VIP – 9, 11, 12, 13
e. Evaluate the effect of media on personal and family health.	ABST – 11, 12 EMH – 11, 15 HIV – 8, 9 NPA – 12, 13 TAOD – 12 VIP – 13
f. Evaluate the impact of technology on personal, family, and community health.	ABST – 12 EMH – 11 HIV – 8 NPA – 12 VIP – 10
g. Analyze how some health risk behaviors can influence the likelihood of engaging in additional unhealthy behaviors.	ABST – 11 HIV – 8 TAOD – 9 VIP – 9

High School <i>(continued)</i>	HealthSmart (Unit – Lesson)
h. Analyze how public health policies and government regulations can influence health promotion and disease prevention.	NPA – 12 TAOD – 11
<b>HE HS.3: Students will demonstrate the ability to access valid information, products and services to enhance health.</b>	
a. Critique the validity of health information, products, and services	ABST – 5 EMH – 17 NPA – 9
b. Investigate the accessibility of products and services that enhance health.	HIV – 10, 11
c. Utilize resources from school and community to access valid health information.	ABST – 5 NPA – 4, 9 TAOD – 3
d. Explain the impact sexually explicit media can have on one’s perceptions of, and expectations for, a healthy relationship.	ABST – 10 [sexting] EMH – 11 [social media] Can be included in HIV – 4 and/or VIP – 15
<b>HE HS.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
a. Demonstrate effective communication with family, peers, and others to enhance health.	ABST – 15, 16 EMH – 6, 7, 9, 10 HIV – 12, 13 TAOD – 14
b. Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.	EMH – 13
c. Demonstrate how to ask for and offer assistance to enhance the health of self and others.	EMH – 10, 16, 17 NPA – 15 TAOD – 6, 10 VIP – 11, 16, 17
<b>HE HS.5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
a. Determine the barriers to making a positive, healthy decision.	ABST – 14 TAOD – 13 VIP – 5
b. Develop and apply a decision-making process to a health-related situation.	ABST – 14 TAOD – 13 VIP – 5
c. Explain when individual or collaborative decision making is appropriate.	ABST – 14 TAOD – 13 VIP – 5
d. Describe evidence-based choices to health-related issues or problems.	ABST – 14 TAOD – 13 VIP – 5
e. Analyze the potential short-term and long-term impact of each decision on self and others.	ABST – 14 TAOD – 13 VIP – 5
f. Explain how decisions can negatively and positively impact personal health and well-being.	ABST – 14 TAOD – 13 VIP – 5
g. Compare and contrast the short- and long-term outcomes of health-related decisions.	ABST – 14 TAOD – 13 VIP – 5
h. Justify the reasons for remaining sexually abstinent.	ABST – 10 HIV – 3

High School <i>(continued)</i>	HealthSmart (Unit – Lesson)
<b>HE HS.6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
a. Identify health goals based on an evaluation of personal health and health needs.	ABST – 1, 6 EMH – 1, 2, 11, 14 NPA – 2, 3, 4, 7, 10 VIP – 1
b. Develop a personal health action plan to address health goals.	ABST – 6 EMH – 14 NPA – 10
c. Analyze barriers and solutions to achieving health goals.	ABST – 6 EMH – 14 NPA – 10
d. Monitor personal progress in achieving short-term and long-term personal health goals.	ABST – 6 EMH – 14 NPA – 10, 11
<b>HE HS.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
a. Demonstrate individual responsibility for improving personal health.	ABST – 6, 9, 13 EMH – 2, 6, 12, 14 HIV – 3, 4, 9, 14 NPA – 10, 11 TAOD – 1, 11 VIP – 1, 5, 11, 14, 15, 19
b. Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.	ABST – 2, 6 EMH – 3, 7, 8, 13 NPA – 4, 5, 10, 11, 13
c. Model behaviors to avoid or reduce health risks to self and/or others.	ABST – 2, 15, 16 EMH – 5, 9, 12, 13 HIV – 10, 11, 12, 13 NPA – 8, 15, 16 TAOD – 3, 14, 15 VIP – 3, 4, 6, 19
<b>HE HS.8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
a. Analyze current unhealthy trends to create accurate health-enhancing messages promoting positive health behaviors.	TAOD – 5, 16 VIP – 7
b. Model strategies to influence and support others to make positive health choices.	EMH – 11 HIV – 2, 15 NPA – 8 TAOD – 5, 6, 12, 16 VIP – 7, 11
c. Coordinate with others to advocate for improving personal, family, and community health.	HIV – 2, 15 NPA – 8 TAOD – 16 VIP – 6, 7, 11
d. Create health messages and communication techniques to target specific audiences.	HIV – 2, 15 NPA – 8 TAOD – 16 VIP – 7
e. Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.	ABST – 7 EMH – 12, 13 HIV – 2 VIP – 11, 12