

***HealthSmart* Alignment with
Georgia Performance Standards
for Health Education**

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

HealthSmart High School Unit Key	
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
High School	HealthSmart (Unit – Lesson)
HE HS.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
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 interrelationships of emotional, intellectual, physical, and social health.	EMH – 1
c. Analyze how 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. Analyze the potential consequences of having unprotected sex on physical, emotional, and social health.	ABST – 7, 10, 14 HIV – 1, 3, 5, 6, 7

High School <i>(continued)</i>	HealthSmart (Unit – Lesson)
HE HS.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
a. Analyze how the family influences the health of individuals.	ABST – 11 EMH – 8 HIV – 8 NPA – 12, 13 TAOD – 11 VIP – 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 behaviors.	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 the perceptions of norms influence healthy and unhealthy behaviors.	ABST – 11 EMH – 15 HIV – 8 TAOD – 1, 5, 7, 8
h. Analyze the influence of personal values and beliefs on individual health practices and behaviors.	ABST – 11 EMH – 2, 3 HIV – 8 NPA – 12 TAOD – 11 VIP – 2, 9, 13
i. Analyze how some health risk behaviors can influence the likelihood of engaging in additional unhealthy behaviors.	ABST – 11 HIV – 8 TAOD – 9 VIP – 9
j. Analyze how public health policies and government regulations can influence health promotion and disease prevention.	NPA – 12 TAOD – 11

High School <i>(continued)</i>	HealthSmart (Unit – Lesson)
HE HS.3: Students will demonstrate the ability to access valid information and products and services to enhance health.	
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 that provide valid health information.	ABST – 5 NPA – 4, 9 TAOD – 3
d. Determine when professional health services may be required.	ABST – 4, 9 EMH – 15, 16, 17 HIV – 6 NPA – 15 TAOD – 4, 10 VIP – 16, 18
HE HS.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
a. Use skills for communicating effectively 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. Summarize 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
HE HS.5: Students will demonstrate the ability to use decision-making skills to enhance health.	
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. Justify when individual or collaborative decision making is appropriate.	ABST – 14 TAOD – 13 VIP – 5
d. Describe alternative 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. Justify the health-enhancing choices when making decisions.	ABST – 14 TAOD – 13 VIP – 5
g. Compare and contrast the effectiveness 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)
HE HS.6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
a. Evaluate personal health and health practices.	ABST – 1, 6 EMH – 1, 2, 11, 14 NPA – 2, 3, 4, 7, 10 VIP – 1
b. Design a personal health plan that addresses personal strengths, needed improvements, and risky behaviors.	ABST – 6 EMH – 14 NPA – 10
c. Monitor personal progress in achieving short-term and long-term personal health goals.	ABST – 6 EMH – 14 NPA – 10, 11
HE HS.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
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 a variety of healthy practices and behaviors that will 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.	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
HE HS.8: Students will demonstrate the ability to advocate for personal, family, and community health.	
a. Demonstrate accurate peer and societal norms to create a health-enhancing message.	TAOD – 5, 16 VIP – 7
b. Model how 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