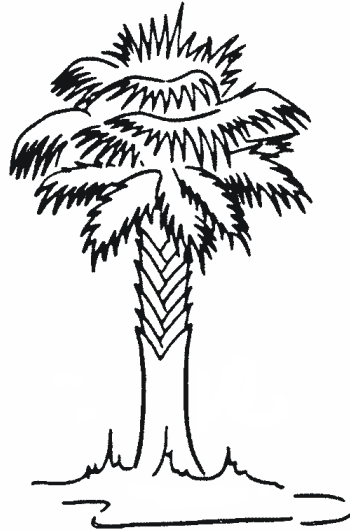


**SOUTH CAROLINA
ACADEMIC STANDARDS
FOR
HEALTH AND
SAFETY EDUCATION**



**Jim Rex
State Superintendent of Education**

**South Carolina Department of Education
Columbia, South Carolina**

Approved by the State Board of Education

July 8, 2009

Contents

Acknowledgments	iii
Introduction	1
Format for the Individual Standards and Their Performance Indicators	6
Grade-Level Academic Standards for Health and Safety Education	7
Kindergarten.....	8
Grade One.....	16
Grade Two	25
Grade Three	33
Grade Four	42
Grade Five	51
Grade Six	59
Grade Seven.....	68
Grade Eight	77
High School Academic Standards for Health and Safety Education	86
Appendix A. Health and Safety Education Standards Glossary	97
Appendix B. Full Text of the Comprehensive Health Education Act of 1988.....	103

ACKNOWLEDGMENTS

South Carolina owes a debt of gratitude to the following individuals for their hard work and dedication in developing the new academic standards document for health and safety education.

Health and Safety Education Standards Review Committee

Forrest Alton
Executive Director
S.C. Campaign to Prevent Teen Pregnancy

Beth Barry
S.C. Relationship Manager
Alliance for a Healthier Generation

Linda Brown
Health Education Consultant
Division of STD/HIV
S.C. Dept. of Health and Environmental Control

Annie Dickerson
Health Teacher
Richland County School District 1

Rhonda Garrett
Health and Physical Education Teacher
Anderson County School District 5

Dr. Shelley Hamill
Associate Professor
Dept. of Health and Physical Education
Winthrop University

Dr. Duncan Howe
Special Projects Coordinator
University of South Carolina School of Medicine

Janet Hurley
Health and Physical Education Teacher
Dorchester County School District 2

Kathy Kent
Health Teacher
Greenville County School District

Mary Kenyon-Jones
Education Consultant
Oral Health Division
S.C. Dept. of Health and Environmental Control

Joy McGaha
Health Education Coordinator
Spartanburg County School District 5

Libby Maynard
Health Teacher
Richland County School District 2

Brenda Mays
Health Education Coordinator
Greenville County School District

Dr. Deborah Miller
Professor and Health Coordinator
Dept. of Health and Human Performance
College of Charleston

Donna Ricard
Elementary Teacher
Greenville County School District

Phyliss Thornthwaite
Coordinator, Children at Risk
Berkeley County School District

Melanie Webb
Interim Health Education Coordinator
Richland County School District 1

Health and Safety Education Standards Writing Team

Dr. Shelley Hamill, Cochair
Associate Professor
Dept. of Health and Physical Education
Winthrop University

Dr. Duncan Howe
Special Projects Coordinator
University of South Carolina School of
Medicine

Dr. Deborah Miller, Cochair
Professor and Health Coordinator
Dept. of Health and Human Performance
College of Charleston

Kathy Kent
Health Teacher
Greenville County School District

Beth Barry
South Carolina Relationship Manager
Alliance for a Healthier Generation

Libby Maynard
Health Teacher
Richland County School District 2

Annie Dickerson
Health Teacher
Richland County School District 1

Melanie Webb
Interim Health Education Coordinator
Richland County School District 1

Rhonda Garrett
Health and Physical Education Teacher
Anderson County School District 5

South Carolina Department of Education

The academic standards in this document were revised under the direction of Dr. Valerie Harrison, Deputy Superintendent, Division of Standards and Learning; Betsy Carpentier, Deputy Superintendent, Division of Innovation and Support; and Yvonne McBride, director of the Office of Youth Services.

The following South Carolina Department of Education staff members assisted in the design and development of this document:

Elizabeth Adams
Program Coordinator, Truancy and Dropout Prevention
Office of Youth Services

Beth Mackinem
Coordinator, Safe and Drug-Free Schools
Office of Youth Services

Dr. Christine Beyer
Comprehensive Health Education Consultant
Office of Youth Services

Lara Peck
Coordinator for Physical Activity, Nutrition,
and Tobacco
S.C. Healthy Schools
Office of Youth Services

Aaron Bryan
HIV Coordinator, S.C. Healthy Schools
Office of Youth Services

Dr. Delores Pluto
YRBS Coordinator, S.C. Healthy Schools
Office of Youth Services

Dr. Juanita Bowens-Seabrook
Coordinator, Nutrition Education Grants
Office of School Food Services and Nutrition

James Strainer
Consultant, PE and Driver Education
Office of Standards and Support

Lynn Hammond
Project Director, S.C. Healthy Schools
Office of Youth Services

Ann White
Coordinator, Guidance and Counseling Program
Office of Youth Services

INTRODUCTION

The Legislative Mandate

The South Carolina Legislature voted the Comprehensive Health Education Act into law in 1988. Addressing the crucial need for the direct and active involvement of the state's public schools in the health and well-being of their students, the Act uses a key concept of "comprehensive health education" as the basis of its mandates:

health education in a school setting that is planned and carried out with the purpose of maintaining, reinforcing, or enhancing the health, health-related skills, and health attitudes and practices of children and youth that are conducive to their good health and that promote wellness, health maintenance, and disease prevention. It includes age-appropriate, sequential instruction in health either as part of existing courses or as a special course. (S.C. Code Ann. § 59-32-10)

In 2005, the Legislature added the groundbreaking Students Health and Fitness Act (S.C. Code Ann. §§ 59-10-10 through 59-10-380) to its health education effort, mandating that students engage in some form of physical activity at school on a regular basis and that students in kindergarten through grade five receive instruction in nutrition at least once a week. The Act also requires that the South Carolina Department of Education (SCDE) "develop or adopt an assessment program to evaluate district and school health education programs" (S.C. Code Ann. § 59-10-320(B)). "At a minimum," the statute continues, "the assessment must be designed to determine program effectiveness and adherence to South Carolina Health and Safety Education Curriculum Standards." In 2008, the SCDE piloted such an assessment program.

Additionally, the Comprehensive Health Education Act (S.C. Code Ann. § 59-32-30) mandates the number of hours health education is to be taught during the school year. Students in kindergarten through grade six are required to have 75 minutes per week for 36 weeks. Those in grades seven and eight should be receiving 250 minutes a week for 9 weeks. High school students should be receiving one course in comprehensive health education that includes a minimum of 750 minutes of instruction in reproductive health and pregnancy prevention. It should be noted that reproductive health and pregnancy prevention is not the only component taught at the high school level but is, rather, a required part of the comprehensive curriculum.

The 2009 South Carolina Health and Safety Academic Standards

South Carolina Department of Education (SCDE) professional staff, working in collaboration with members of the Health and Safety Education Standards Review Committee and the Writing Team, created this document on the basis of two central resources: the *South Carolina Health and Safety Education Curriculum Standards*,

published in 2000 by the South Carolina Department of Education, and the revised *National Health Education Standards (NHES)*, written by the Joint Committee on National Health Education Standards and published in 2007.

In addition, the writers utilized the current health education standards documents of a number of other states, including the following:

- *Health Education Content Standards for California's Public Schools: Kindergarten through Grade Twelve*
<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>
- *Florida Health Education Next Generation Sunshine State Standards*
<http://www.floridastandards.org/Standards/FLStandardSearch.aspx> (Topic: Health Education)
- *Hawaii Content and Performance Standards for Health K-12.*
<http://standardstoolkit.k12.hi.us/index.html> (Content Area: Health)
- *Kansas Model Curricular Standards for Health Education*
<http://www.ksde.org/LinkClick.aspx?fileticket=F8uecMpJupo%3d&tabid=1795&mid=5744>
- *Oregon Health Education Standards*
www.earlyed.pps.k12.or.us/.docs/pg/400/rid/14878/f/OHESdefined.pdf

The *NHES* establishes the concept of comprehensive health education as comprising “the development, delivery, and evaluation of planned, sequential, and developmentally appropriate instructions, learning experiences, and other activities designed to protect, promote, and enhance the health literacy, attitudes, skills and well-being of students from pre-kindergarten through grade 12” (p. 118). In line with that concept, the *NHES* importantly emphasizes the fact that the national health education standards and their performance indicators were formulated on the basis of “research that identifies those characteristics of curricula that most positively influence students' health practices and behaviors” (p. 13).

That particular research, as the *NHES* goes on to explain, centers in the work of the Centers for Disease Control and Prevention, Division of Adolescent and School Health (CDC-DASH), which not only examined a synthesis of professional literature to determine the common characteristics of effective health education curricula but also conducted its own review of such programs. In addition to the national health education standards, a valuable result of the CDC-DASH's efforts is a list of fourteen characteristics of an effective health education curriculum, which the *NHES* cites (pp. 13–16) as part of the introduction to its main text:

- Focuses on clear health goals and related behavioral outcomes
- Is research-based and theory-driven
- Addresses individual values and group norms that support health-enhancing behaviors

- Focuses on increasing personal perception of risk and harmfulness of engaging in specific health risk behaviors, as well as reinforcing protective factors
- Addresses social pressures and influences
- Builds personal and social competence
- Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors
- Uses strategies designed to personalize information and engage students
- Provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods, and materials
- Incorporates learning strategies, teaching methods, and materials that are culturally inclusive
- Provides adequate time for instruction and learning behaviors
- Provides opportunities to reinforce skills and positive health behaviors
- Provides opportunities to make connections with other influential persons
- Includes teacher information and plans for professional development and training to enhance effectiveness of instruction and student learning

South Carolina has adopted the health education standards set forth in the *NHES* as the academic standards for health and safety education for the state's public schools, fully recognizing that the fourteen characteristics enumerated by the CDC-DASH are vital to the effective implementation of each of those standards:

- Standard 1. The student will comprehend concepts related to health promotion to enhance health.
- Standard 2. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3. The student will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5. The student will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6. The student will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.
- Standard 8. The student will demonstrate the ability to advocate for personal, family, and consumer health.

Key Elements in This Document

Academic Standards

The academic standards describe what students should know and be able to do. Each of the eight standards is demonstrated with performance indicators at each grade level. Standard 1 in this document is the traditional content and knowledge standard. Standards 2 through 8 have skill emphasis.

Content Areas and Performance Indicators

South Carolina approaches the teaching of each of the eight national standards on the basis of six content areas:

- Alcohol, Tobacco, and Other Drugs
- Growth, Development, and Sexual Health and Responsibility
- Injury Prevention and Safety
- Mental, Emotional, and Social Health
- Personal and Community Health
- Physical Activity and Nutrition

These content areas closely align with the six “target content areas” used in South Carolina’s 2000 health and safety education curriculum standards document: Personal Health and Wellness; Nutritional Choices; Mental Health; Preventing Injuries; Family Living and Healthy Sexuality; and Alcohol, Tobacco, and Other Drugs. In addition, CDC has identified six risk behaviors that research shows contribute to the leading causes of death and disability among youths and adults: alcohol and drug use, injury (including suicide) and violence, tobacco use, improper nutrition, physical inactivity, and sexual risk behaviors (see <http://www.cdc.gov/=20HealthyYouth/healthtopics/index.htm>).

The content areas are approached at every grade level on the basis of specific, developmentally appropriate performance indicators. A performance indicator is a statement that delineates the knowledge or skill that the student should acquire at each particular grade level. Reflecting the sequential building of knowledge and skills across grade levels from kindergarten through high school, the performance indicators provide essential guidance for ongoing assessment.

The academic standards and performance indicators in this South Carolina health and safety education standards document present a framework for the development of realistic and achievable expectations for student performance in kindergarten, grades one through eight, and high school. It is intended to serve as a resource for the state’s school districts in designing their own health and safety education curricula. Therefore, it is not sequenced for instruction, does not prescribe classroom activities or materials, and does not dictate instructional strategies, approaches, or practices.

In this document, performance indicators are grouped by content area. Ordered in numerical sequence, each performance indicator is prefaced with the abbreviation for the content area it is designed to address:

- D** = Alcohol, Tobacco, and Other Drugs
- G** = Growth, Development, and Sexual Health and Responsibility
- I** = Injury Prevention and Safety
- M** = Mental, Emotional, and Social Health
- N** = Nutrition and Physical Activity
- P** = Personal and Community Health

A legend containing the applicable content-area abbreviations *in alphabetical order* is provided at the bottom of each individual standards page. In addition, some of the performance-indicator statements in this document are followed by one of the following symbols, the explanation of which is also provided in the legend:

- * = Exact wording in the *National Health and Safety Education Standards, 2007*
- ◆ = Reproductive health instruction is permitted before grade six at the option of local school boards (Comprehensive Health Education Act of 1988, Section 59-32-30(A)).
- ◆◆ = Family life and pregnancy-prevention instruction is *permitted* in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is *required* in these three grades (Comprehensive Health Education Act of 1988, Section 59-32-30(B)). The locally appointed thirteen-member Comprehensive Health Education Advisory Committee reviews and approves local materials used for instruction in reproductive health, family life, and STD/STI and pregnancy prevention.

Glossary

Appendix A of this document contains a glossary, the purpose of which is to define the terms that are used—but are not fully defined—in the text of the performance indicators. All terms defined in the glossary are rendered in boldface type in the indicator statements. Defined terms elsewhere (e.g., in the standards) are in regular type.

Format for the Individual Standards and Their Performance Indicators

GRADE TWO

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

The student will

- I-2.6.1 Develop a personal safety plan to prevent or reduce injury.
- P-2.6.1 Identify a long-term personal health goal and take action toward achieving the goal.
- P-2.6.2 Identify who can help when assistance is needed to achieve a personal health goal.*
- N-2.6.1 Set a goal to eat the recommended amount of fruits and vegetables daily.
- N-2.6.2 Set a goal to participate regularly in active play and enjoyable physical activities.

I = Injury Prevention and Safety
N = Nutrition and Physical Activity
P = Personal and Community Health
* = Exact wording in the *National Health and Safety Education Standards, 2007*

This is the heading on the page that contains the performance indicators for standard 6 for **grade two**.

This is the statement of **standard 6**, which is the same for all grade levels and high school.

This is the general description of the knowledge content and skill **sequencing** for grade two.

These are the **performance indicators** for standard 6 for the second grade.

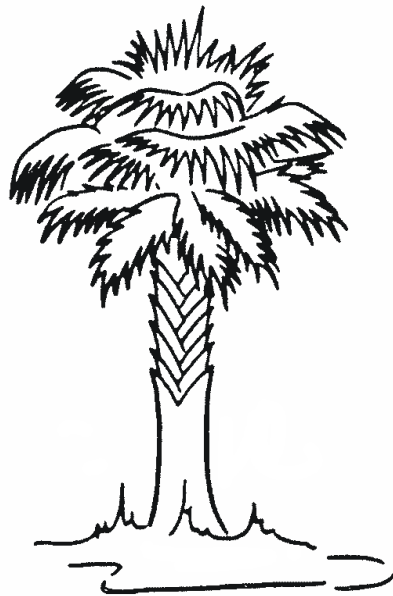
The letter of the alphabet that precedes each of the indicator numbers is an abbreviation for the particular **content area** in which that indicator resides.

The first digit represents the particular **grade level** (in this case, **grade two**). The second digit is the **standard number** (in this case, standard **6**). The third digit represents the **number** of indicators that are present for the particular content area (in this case, **1** and **2**).

This is the legend that appears at the foot of each page to explain, in *alphabetical order*, the **content-area abbreviations** used in the indicator designations on that particular page (in this case, **I** [Injury Prevention and Safety], **N** [Nutrition and Physical Activity], and **P** [Personal and Community Health]).

The legend also explains any symbol that appears at the end of the indicator statement (in this case, an asterisk [*]), which means that the indicator statement is taken *verbatim* from the national standards document.) South Carolina has adopted the national standards as the health and safety education standards for the state's public schools.

**Grade-Level
Academic Standards
for
Health and Safety Education**



KINDERGARTEN

Standard 1: The student will comprehend concepts related to health promotion to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of kindergarten. These indicators specify what students should know and be able to do by the end of kindergarten.

Indicators

The student will

- M-K.1.1 Define the term “feelings” (for example, happy, sad, angry).

 - I-K.1.1 Identify ways to prevent common childhood injuries at home (for example, falling down the stairs, drinking an unknown substance, finding a gun), school (for example, climbing on playground equipment), or in the environment (for example, running across the street, riding a bicycle, swimming, walking in a rainstorm, approaching an unknown animal).
 - I-K.1.2 Identify appropriate ways to deal with specific emergency situations.
 - I-K.1.3 Name ways to stay safe around strangers.
 - I-K.1.4 Explain what a person should do to deal with a minor injury (for example, cut, scrape, nosebleed).

 - D-K.1.1 Define the terms “drug” and “medicine.”
 - D-K.1.2 Distinguish between medicines and other substances that may look like medicines.
 - D-K.1.3 Identify ways that drugs can be helpful or harmful.
 - D-K.1.4 Identify warning symbols on medicines, household cleaners, and yard chemicals.

 - G-K.1.1 Name the major body parts.
 - G-K.1.2 Name the five senses and describe what they do.
 - G-K.1.3 Name ways children grow and change.
 - G-K.1.4 Explain how families are alike and different (for example, have several brothers and/or sisters, have only one child, have one parent working outside the home, have a grandparent living in the home, have a pet).
- Note: References to homosexuality are prohibited by the Comprehensive Health Act except in the context of instruction concerning sexually transmitted diseases.**

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health

- P-K.1.1 Define the term "germs."
- P-K.1.2 Define the terms "health," "health behaviors," "health checkups," and "health risks."
- P-K.1.3 Name behaviors that affect personal health (for example, bathing, washing hands, eating healthy foods).
- P-K.1.4 Explain why it is important to brush the teeth and go to a dentist.
- P-K.1.5 Explain why getting enough sleep is important.

- N-K.1.1 Explain why the body needs food (including breakfast) and water.
- N-K.1.2 Define the terms "healthy foods" and "snacks."
- N-K.1.3 Explain why the body needs daily physical activity.

P = Personal and Community Health N = Nutrition and Physical Activity
--

KINDERGARTEN

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of kindergarten. These indicators specify what students should know and be able to do by the end of kindergarten.

Indicators

The student will

- I-K.2.1 Identify ways that family and friends can help a person stay safe and avoid injury.
- P-K.2.1 Identify how the family influences personal health practices and behaviors.*

I = Injury Prevention and Safety
P = Personal and Community Health
* = Exact wording in the *National Health and Safety Education Standards, 2007*

KINDERGARTEN

Standard 3: The student will demonstrate the ability to access valid information and products and services to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of kindergarten. These indicators specify what students should know and be able to do by the end of kindergarten.

Indicators

The student will

- M-K.3.1 Explain ways to identify trustworthy adults who can help him or her deal with personal feelings.
- D-K.3.1 Explain ways to identify trustworthy adults from whom he or she can safely take medicine.
- P-K.3.1 Discuss why medical checkups and dental checkups are needed for a person to stay healthy.

D = Alcohol, Tobacco, and Other Drugs
M = Mental, Emotional, and Social Health
P = Personal and Community Health

KINDERGARTEN

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of kindergarten. These indicators specify what students should know and be able to do by the end of kindergarten.

Indicators

The student will

M-K.4.1 Name healthy ways to express needs, wants, and feelings.

I-K.4.1 Demonstrate how to make an emergency phone call.

I-K.4.2 Explain ways to identify trustworthy adults to tell when someone is in need of help, feels threatened, or has been harmed.

D-K.4.1 Demonstrate ways to say “no” to alcohol and tobacco.

D = Alcohol, Tobacco, and Other Drugs
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health

KINDERGARTEN

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of kindergarten. These indicators specify what students should know and be able to do by the end of kindergarten.

Indicator

The student will

I-K.5.1 Identify situations that require action to protect personal safety.

KINDERGARTEN

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of kindergarten. These indicators specify what students should know and be able to do by the end of kindergarten.

Indicator

The student will

N-K.6.1 Set a goal to be active at recess.

P-K.6.1 Set a goal to brush his or her teeth twice a day.

N = Nutrition and Physical Activity
P = Personal and Community Health

KINDERGARTEN

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of kindergarten. These indicators specify what students should know and be able to do by the end of kindergarten.

Indicators

The student will

- I-K.7.1 Describe fire safety rules for home and school (for example, “if clothing is on fire, *stop, drop, and roll,*” “get out of the burning building and meet in a safe place,” “do not play with fire”).
- I-K.7.2 Demonstrate ways to be safe as a pedestrian and as a passenger in a car and in a bus.

- P-K.7.1 Demonstrate practices that promote personal health (for example, washing hands, brushing teeth, combing hair) and practices that prevent the spread of disease (for example, covering coughs and sneezes).

- N-K.7.1 Demonstrate the ability to select healthy foods.

I = Injury Prevention and Safety
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE ONE

Standard 1: The student will comprehend concepts related to health promotion to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These indicators specify what students should know and be able to do by the end of grade one.

Indicators

The student will

- M-1.1.1 Identify good character traits (for example, honesty, respect for self, respect for others, dependability).
- M-1.1.2 Describe the characteristics of a person who has a positive self-concept.
- M-1.1.3 Identify ways that individuals are special.

- I-1.1.1 Describe the difference between contact that may occur between a child and an adult or a peer that is safe and unsafe.
- I-1.1.2 Explain ways to identify trustworthy adults to tell when someone is in need of help, feels threatened, or has been harmed.

- D-1.1.1 Define the term "**immunizations.**"
- D-1.1.2 Identify harmful and helpful drugs, including medicines and **immunizations.**
- D-1.1.3 Describe the effects of **ATOD** on a person's health.
- D-1.1.4 Identify the effects of smoking on the body, including firsthand and **secondhand smoke.**

- G-1.1.1 Identify the major body parts and their functions (for example, eyes, ears, nose, fingers, tongue).
- G-1.1.2 Identify the major organs of the body and their functions (for example, heart, lungs, skin).
- G-1.1.3 Identify the major bones in the skeletal system (for example, femur, humerus, tibia, skull, ribs).
- G-1.1.4 Describe characteristics needed to be a responsible family member.

- P-1.1.1 Identify behaviors that prevent or promote personal health (for example, playing with electronic devices instead of exercising, washing hands, covering the nose and mouth when sneezing or coughing, bathing, brushing teeth, eating healthy foods).
- P-1.1.2 Explain how germs are spread.
- P-1.1.3 Explain why brushing teeth keeps the mouth healthy.
- P-1.1.4 Identify common illnesses and conditions (for example, allergies, asthma, colds, flu).
- P-1.1.5 Define the term "environment."
- P-1.1.6 Explain why a clean environment protects health.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
P = Personal and Community Health

- N-1.1.1 Identify the different food groups.
- N-1.1.2 Explain the importance of choosing healthy foods and beverages, including water.
- N-1.1.3 Define what a food label is.
- N-1.1.4 Identify food portions that are appropriate for children.
- N-1.1.5 List ways to be physically active daily.

GRADE ONE

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These indicators specify what students should know and be able to do by the end of grade one.

Indicators

The student will

- M-1.2.1 List ways that family and friends influence mental, emotional, and social health.
- P-1.2.1 Identify ways that a person's family, friends, and school can support his or her health practices and behaviors.
- N-1.2.1 List ways that a person's family and friends can influence his or her food choices and physical activity.

M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE ONE

Standard 3: The student will demonstrate the ability to access valid information and products and services to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These indicators specify what students should know and be able to do by the end of grade one.

Indicators

The student will

- D-1.3.1 Explain ways to identify trustworthy adults at home, at school, and in the community who can answer questions about drugs.
- P-1.3.1 Explain ways to identify the trustworthy adults in the school and community that one should contact when he or she needs health-related support.

D = Alcohol, Tobacco, and Other Drugs
P = Personal and Community Health

GRADE ONE

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These indicators specify what students should know and be able to do by the end of grade one.

Indicators

The student will

- I-1.4.1 Demonstrate how to make an emergency phone call.
- I-1.4.2 Recite safe things to say and not to say when talking on the telephone with someone whom he or she does not know.
- I-1.4.3 Discuss ways to get along with others and avoid conflict at home and school.

- D-1.4.1 Describe ways to say “no” to alcohol and tobacco.

- P-1.4.2 Demonstrate listening skills to enhance health.*

D = Alcohol, Tobacco, and Other Drugs
I = Injury Prevention and Safety
P = Personal and Community Health
* = Exact wording in the *National Health and Safety Education Standards, 2007*

GRADE ONE

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These indicators specify what students should know and be able to do by the end of grade one.

Indicator

The student will

P-1.5.1 Identify ways to make decisions that enhance health.

GRADE ONE

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These indicators specify what students should know and be able to do by the end of grade one.

Indicators

The student will

D-1.6.1 Set a goal to stay away from **secondhand smoke**.

P-1.6.1 Identify a short-term personal health goal and take action toward achieving the goal (for example, brushing teeth twice a day, washing hands before eating, combing hair).

N-1.6.1 Set a goal to consume healthy foods and beverages.

N-1.6.2 Set a goal to be physically active daily.

D = Alcohol, Tobacco, and Other Drugs
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE ONE

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These indicators specify what students should know and be able to do by the end of grade one.

Indicators

The student will

M-1.7.1 Describe appropriate ways to express personal feelings.

M-1.7.2 Discuss ways to be a good friend.

I-1.7.1 Identify safety rules at home (including “lock the door when you leave the house,” “never drink an unknown substance,” “tell a trustworthy adult if you find a gun or weapon,” “never play with fire,” and “follow directions of a trustworthy adult during a storm”).

I-1.7.2 Identify safety rules at school (including “never push a peer while waiting to get a drink of water,” “keep your personal belongings in a secure place,” and “get help from a trustworthy adult if a peer is injured”).

I-1.7.3 Identify safety rules for dealing with situations in the environment (including “look left, then right, then left again before crossing the street,” “wear a seatbelt when riding in an auto,” “never go with a stranger to find a lost pet,” “do not approach an unknown animal,” and “swim with a buddy”).

P-1.7.1 List behaviors to keep the mouth healthy (for example, brushing the teeth, going to the dentist, limiting sugary foods and drinks).

P-1.7.2 Describe ways to protect the environment (for example, how to recycle; how to prevent air, water, land, or noise pollution).

I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
P = Personal and Community Health

GRADE ONE

Standard 8: The student will demonstrate the ability to advocate for personal, family, and consumer health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These indicators specify what students should know and be able to do by the end of grade one.

Indicator

The student will

D-1.8.1 Encourage family members and peers to say “no” to **ATOD**.

D = Alcohol, Tobacco, and Other Drugs

GRADE TWO

Standard 1: The student will comprehend concepts related to health promotion to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

The student will

M-2.1.1 Define the terms “mental health,” “emotional health,” and “social health.”

M-2.1.2 Discuss ways to be a good friend and a responsible family member.

I-2.1.1 Define the term “**first aid**.”

I-2.1.2 Discuss **first aid** for minor injuries (for example, cuts, burns, insect stings, poisons).

D-2.1.1 Identify the harm to physical, mental, and social health that is caused by **ATOD**.

D-2.1.2 Describe ways that drugs can be helpful or harmful.

D-2.1.3 Explain the difference between OTC (over-the-counter) and prescription drugs.

D-2.1.4 Describe how medicines and **immunizations** help fight disease.

G-2.1.1 Locate bones in the skeletal system (for example, skull, femur, humerus).

G-2.1.2 Describe the parts of the circulatory system and their function (for example, heart, blood vessels).

G-2.1.3 Identify examples of what occurs in the stages of growth and development in childhood.

N-2.1.1 Identify eating behaviors that promote health.

N-2.1.2 Identify physical activities that promote the key components of **health-related fitness**.

N-2.1.3 Define the term “**screen time**.”

N-2.1.4 Explain the importance of limiting one’s **screen time** and increasing physical activity.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity

GRADE TWO

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

The student will

- I-2.2.1 Describe ways that family, friends, and the media can help a person stay safe and avoid injury.
- D-2.2.1 Explain ways that family, friends, and the media influence an individual's use of **ATOD**.
- P-2.2.1 Identify ways that family, friends, school, community, and the media influence an individual's health practices and behaviors.
- N-2.2.1 Describe ways that the media, school, and community influence an individual's food choices.
- N-2.2.2 Describe ways that the media, school, and community influence an individual's physical activity.

D = Alcohol, Tobacco, and Other Drugs
I = Injury Prevention and Safety
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE TWO

Standard 3: The student will demonstrate the ability to access valid information and products and services to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

The student will

- D-2.3.1 Explain ways to identify trustworthy adults in the school and community (for example, teachers, nurses, doctors, clergy) from whom students can safely take medicine.
- P-2.3.1 Discuss ways to identify trustworthy adults who can help promote a person's health (for example, teachers, school nurse, dentists, coaches, clergy).
- P-2.3.2 Describe what happens when someone goes to a dentist.
- N-2.3.1 Locate places where children and families can be physically active.

D = Alcohol, Tobacco, and Other Drugs
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE TWO

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

The student will

M-2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.*

I-2.4.1 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.*

I-2.4.2 Demonstrate ways to tell a trustworthy adult when someone is in need of help, feels threatened, or has been harmed.

I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
* = Exact wording in the *National Health and Safety Education Standards, 2007*

GRADE TWO

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

The student will

M-2.5.1 Describe how to choose friends with good character traits.

P-2.5.1 Identify situations when a health-related decision is needed.*

M = Mental, Emotional, and Social Health
P = Personal and Community Health
* = Exact wording in the *National Health and Safety Education Standards, 2007*

GRADE TWO

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

The student will

- I-2.6.1 Develop a personal safety plan to prevent or reduce injury.
- P-2.6.1 Identify a long-term personal health goal and take action toward achieving the goal.
- P-2.6.2 Identify who can help when assistance is needed to achieve a personal health goal.*
- N-2.6.1 Set a goal to eat the recommended amount of fruits and vegetables daily.
- N-2.6.2 Set a goal to participate regularly in active play and enjoyable physical activities.
- N-2.6.3 Set a goal to limit sugary foods and drinks.

I = Injury Prevention and Safety
N = Nutrition and Physical Activity
P = Personal and Community Health
* = Exact wording in the *National Health and Safety Education Standards, 2007*

GRADE TWO

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

The student will

M-2.7.1 Demonstrate healthy ways to reduce stress.

I-2.7.1 Identify safety rules at home (including “hold the railing when walking up or down stairs,” “never touch an unknown substance,” “plan an outside meeting place for family members in case of fire,” “follow directions of a trustworthy adult during a storm,” and “dial 911 for assistance in an emergency”).

I-2.7.2 Identify safety rules at school (including “keep your personal belongings in a secure place,” “tell a trustworthy adult if a peer brings a gun or weapon to school,” “do not throw rocks on the playground,” and “never tell a stranger on the Internet that you are home alone”).

I-2.7.3 Identify safety rules in various environmental situations (including “look left, then right, then left again before crossing the street,” “wear a seatbelt when riding in an auto,” “do not go with a stranger to find a lost pet,” “do not approach an unknown animal,” and “never dive head-first into an unknown body of water”).

N-2.7.1 Demonstrate healthy nutrition choices for meals and snacks.

I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity

GRADE TWO

Standard 8: The student will demonstrate the ability to advocate for personal, family, and consumer health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

The student will

- I-2.8.1 Demonstrate ways to encourage family and friends to practice safe behaviors (for example, keep medicine away from children, put away toys to keep someone from falling.)
- D-2.8.1 Encourage friends and family members to make positive health choices regarding **ATOD**.
- P-2.8.1 Encourage others to protect and improve the environment.
- N-2.8.1 Encourage family members and friends to eat healthy foods and be physically active.

D = Alcohol, Tobacco, and Other Drugs
I = Injury Prevention and Safety
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE THREE

Standard 1: The student will comprehend concepts related to health promotion to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the third grade. These indicators specify what students should know and be able to do by the end of grade three.

Indicators

The student will

- M-3.1.1 Identify examples of mental, emotional, and social health.
- M-3.1.2 Define the term "peer pressure."
- M-3.1.3 Identify healthy ways to communicate (including verbal, nonverbal, and written).
- M-3.1.4 Explain grief and discuss ways to deal with loss.

- I-3.1.1 Identify ways to prevent poisoning.
- I-3.1.2 Describe the characteristics of violent and unsafe behaviors.

- D-3.1.1 Identify the basic parts of the respiratory system (for example, lungs, bronchioles, diaphragm).
- D-3.1.2 Discuss ways that **ATOD** can harm an individual's physical, mental, and social health.
- D-3.1.3 Explain the difference between the use, misuse, and abuse of drugs.
- D-3.1.4 Define the term "**refusal skills**."

- G-3.1.1 Identify physical signs of growth and change that occur during childhood (for example, increase in height and weight, increase in the size of the feet and hands, loss of baby teeth).
- G-3.1.2 Identify the following family units: **nuclear family, blended family, extended family**, and single-parent family.
- G-3.1.3 Identify the four stages of the life cycle (infancy, childhood, adolescence, adulthood).

- P-3.1.1 Define the term "wellness."
- P-3.1.2 Examine types of chronic and **communicable diseases**.
- P-3.1.3 Discuss wellness practices that keep the body healthy (for example, sleep, good oral and personal hygiene, good nutrition, physical activity).
- P-3.1.4 Describe ways in which a safe and healthy school and community environment can promote personal health.*

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
P = Personal and Community Health
* = Exact wording in the *National Health and Safety Education Standards, 2007*

- N-3.1.1 Identify the major parts of the digestive system (for example, salivary glands, mouth, stomach, intestines).
- N-3.1.2 Define the terms “nutrients” and “**calories.**”
- N-3.1.3 Describe the difference between recommended serving size and portion consumption.
- N-3.1.4 Use the federal dietary guidelines to identify the number of servings from each food group that children need daily.
- N-3.1.5 Categorize his or her food choices by food group.
- N-3.1.6 Identify ways to handle and store foods safely.
- N-3.1.7 Identify major parts of the muscular system (for example, heart, biceps, triceps, quadriceps).
- N-3.1.8 Explain why physical activity is important for children.
- N-3.1.9 Explain ways to be physically active daily and limit **screen time.**
- N-3.1.10 Explain **health-related fitness** and **skill-related fitness.**

GRADE THREE

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the third grade. These indicators specify what students should know and be able to do by the end of grade three.

Indicators

The student will

- M-3.2.1 Identify various sources that influence an individual's mental, emotional, and social health behaviors.
- M-3.2.2 Identify ways that the media influences an individual's thoughts, feelings, self-concept, and health behaviors.

- I-3.2.1 Examine media messages that are related to violence and risk behaviors.
- I-3.2.2 Explain peer influences on the way an individual deals with conflict.

- D-3.2.1 Identify the influence of family, peers, and the media on an individual's **ATOD** use.

- P-3.2.1 Analyze ways that media messages influence personal health.
- P-3.2.2 Discuss ways that the environment influences personal and community health.

- N-3.2.1 Identify the various strategies used by the media to influence food choices and physical activity.

D = Alcohol, Tobacco, and Other Drugs
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE THREE

Standard 3: The student will demonstrate the ability to access valid information and products and services to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the third grade. These indicators specify what students should know and be able to do by the end of grade three.

Indicators

The student will

I-3.3.1 Identify school and community resources as well as services that contribute to a safe and healthy environment.

P-3.3.1 Use technology to find reliable health information.

N-3.3.1 Identify places to access accurate information on healthy eating and physical activity.

N-3.3.2 Describe the nutrition information that is found on food labels.

I = Injury Prevention and Safety
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE THREE

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the third grade. These indicators specify what students should know and be able to do by the end of grade three.

Indicators

The student will

- M-3.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.*
- M-3.4.2 Practice ways to ask for assistance in harmful situations or relationships.
- I-3.4.1 Demonstrate nonviolent strategies to manage or resolve conflicts.

I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
* = Exact wording in the *National Health and Safety Education Standards, 2007*

GRADE THREE

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the third grade. These indicators specify what students should know and be able to do by the end of grade three.

Indicators

The student will

I-3.5.1 Identify steps to take when making a decision about a safety issue.

P-3.5.1 Describe situations when a personal or community health-related decision is needed.

P-3.5.2 Demonstrate the ability to apply a decision-making process regarding a personal or community health issue.

I = Injury Prevention and Safety
P = Personal and Community Health

GRADE THREE

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the third grade. These indicators specify what students should know and be able to do by the end of grade three.

Indicators

The student will

- I-3.6.1 Develop plans for dealing with emergencies, including severe storms, that have resulted in injuries in the home, school, or community.
- P-3.6.1 Set a goal to brush the teeth before school and before bedtime.
- N-3.6.1 Set a goal to eat a healthy breakfast daily.
- N-3.6.2 Set a goal to choose healthy foods and be physically active.

I = Injury Prevention and Safety
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE THREE

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the third grade. These indicators specify what students should know and be able to do by the end of grade three.

Indicators

The student will

- M-3.7.1 Demonstrate behaviors that promote healthy relationships with families and peers (for example, communication, honesty).
- M-3.7.2 Demonstrate **coping strategies** (for example, deep breathing, exercising, talking to a trustworthy adult) for dealing with changes within the family (for example, birth, death, marriage, divorce, illness).

- I-3.7.1 Identify safety rules at home (including “never open the door to a stranger while at home,” “never touch an unknown substance,” “plan an escape route for family members in case of fire,” “follow directions of a trustworthy adult during a storm,” and “dial 911 for assistance in an emergency”).
- I-3.7.2 Identify safety rules at school (including “do not fight on the school bus,” “tell a trustworthy adult if a peer brings a gun or weapon to school,” “do not throw rocks on the playground,” and “never tell a stranger on the Internet which school you attend”).
- I-3.7.3 Identify safety rules in various environmental situations (including “avoid listening to loud music when walking down the street,” “wear a seatbelt when riding in an auto,” “tell a trustworthy adult if a person tries to hurt you,” “do not approach an unknown animal,” and “learn to swim”).
- I-3.7.4 Demonstrate appropriate responses to emergency situations, including basic **first aid**.
- I-3.7.5 Describe ways to deal with bullying and violence.

- G-3.7.1 Demonstrate behaviors that promote healthy growth and development (for example, eat balanced meals, get sufficient sleep).

- P-3.7.1 Demonstrate ways to keep the eyes, ears, hair, teeth, and body healthy.

G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
P = Personal and Community Health

GRADE THREE

Standard 8: The student will demonstrate the ability to advocate for personal, family, and consumer health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the third grade. These indicators specify what students should know and be able to do by the end of grade three.

Indicators

The student will

D-3.8.1 Explain to family members and peers the harmful effects of **ATOD** use.

P-3.8.1 List ways to help others be healthy.

P-3.8.2 Describe ways to promote school, community, and environmental health.

N-3.8.1 Explain to others why healthy eating and physical activity are important.

D = Alcohol, Tobacco, and Other Drugs
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE FOUR

Standard 1: The student will comprehend concepts related to health promotion to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fourth grade. These indicators specify what students should know and be able to do by the end of grade four.

Indicators

The student will

M-4.1.1 Describe the characteristics associated with a positive self-concept.

M-4.1.2 Define the term "depression."

I-4.1.1 Discuss the consequences of violent and unsafe behaviors, including gang behavior.

I-4.1.2 Describe basic **first aid** and emergency procedures for accidental loss of or injuries to teeth.

D-4.1.1 Describe the impact of **ATOD** use or abuse on the individual, peers, family, and society.

D-4.1.2 Discuss reasons that there are laws regulating **ATOD** use.

D-4.1.3 Define the term "**gateway drugs**."

G-4.1.1 List the factors that affect an individual's growth (for example, nutrition, heredity, environment).

G-4.1.2 Define the terms "hormones" and "**puberty**." ♦

G-4.1.3 Identify examples of the physical, emotional, and social changes that occur in **puberty** and adolescence (for example, changes in voice, growth of body and facial hair, mood swings, sensitivity to peer influence). ♦

G-4.1.4 Identify personal hygiene needs during **puberty** and adolescence (for example, using deodorant, flossing teeth, grooming the hair, bathing).

G-4.1.5 Identify responsibilities of family members.

P-4.1.1 Define the term "**pathogens**."

P-4.1.2 Describe ways to prevent or contain **communicable diseases**.

P-4.1.3 Describe the immune system and the way it works.

P-4.1.4 Describe ways to prevent common childhood injuries and health problems.*

P-4.1.5 Identify the major parts of the nervous system (for example, brain, nerves, spinal cord).

P-4.1.6 List ways to reduce exposure to harmful environmental factors (for example, ultraviolet rays, pollutants).

D = Alcohol, Tobacco, and Other Drugs

G = Growth, Development, and Sexual Health and Responsibility

I = Injury Prevention and Safety

M = Mental, Emotional, and Social Health

P = Personal and Community Health

* = Exact wording in the *National Health and Safety Education Standards, 2007*

♦ = Reproductive health instruction is permitted before grade six at the option of local school boards (Comprehensive Health Education Act of 1988, Section 59-32-30(A)).

- N-4.1.1 Identify the **six essential nutrients** and the food groups in which they are present.
- N-4.1.2 Describe the nutrition information included on food package labels.
- N-4.1.3 Explain the importance of following the federal dietary guidelines for Americans with regard to portion sizes.
- N-4.1.4 Explain the interrelationship among food intake, physical activity, and health.
- N-4.1.5 Describe the benefits of choosing a variety of ways to be physically active.

GRADE FOUR

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fourth grade. These indicators specify what students should know and be able to do by the end of grade four.

Indicators

The student will

- I-4.2.1 Analyze ways that protective factors promote health and safety (for example, positive temperament, healthy sense of health, good relationships with parents).
- I-4.2.2 Identify ways that gangs can threaten individual and community safety.
- D-4.2.1 Describe factors that can influence a person's decision to use or not use **ATOD**.
- G-4.2.1 Explain ways that peers influence an individual's self-concept during **puberty**.
- P-4.2.1 Describe ways that family, peers, school, community, culture, and the media influence personal health practices and behaviors.
- N-4.2.1 Describe factors that influence individual levels of physical activity.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE FOUR

Standard 3: The student will demonstrate the ability to access valid information and products and services to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fourth grade. These indicators specify what students should know and be able to do by the end of grade four.

Indicators

The student will

- M-4.3.1 Locate resources in the home, school, and community that provide **valid** mental, emotional, and social health information.
- G-4.3.1 Identify people in the family, school, or community (for example, parents, teachers, nurses, doctors, clergy) who could provide **valid** health information about the changes that occur during **puberty**. ♦
- P-4.3.1 Locate **valid** health information, products, and services that promote personal and community health, including environmental factors and the prevention of disease.

G = Growth, Development, and Sexual Health and Responsibility
M = Mental, Emotional, and Social Health
P = Personal and Community Health
♦ = Reproductive health instruction is permitted before grade six at the option of local school boards (Comprehensive Health Education Act of 1988, Section 59-32-30(A)).

GRADE FOUR

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fourth grade. These indicators specify what students should know and be able to do by the end of grade four.

Indicators

The student will

- I-4.4.1 Demonstrate **refusal skills** that a person can use to resolve conflict and promote personal safety.
- D-4.4.1 Demonstrate effective skills that a person can use to communicate with family and peers about **ATOD** use.
- G-4.4.1 Discuss ways to communicate with parents, teachers, or other trustworthy adults about the stages of growth and development.
- P-4.4.1 Demonstrate ways to ask for assistance to promote personal health.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
P = Personal and Community Health

GRADE FOUR

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fourth grade. These indicators specify what students should know and be able to do by the end of grade four.

Indicators

The student will

- I-4.5.1 Use decision-making steps that a person can take to stay safe.
- D-4.5.1 Explain why saying “no” to **ATOD** is a healthy decision.
- P-4.5.1 Explain when adult assistance is needed in order to make a health-related decision.
- N-4.5.1 Use nutrition information on food package labels to make healthy food choices.
- N-4.5.2 Predict the effects of nutritional choices on an individual’s health, including oral health.

D = Alcohol, Tobacco, and Other Drugs
I = Injury Prevention and Safety
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE FOUR

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fourth grade. These indicators specify what students should know and be able to do by the end of grade four.

Indicators

The student will

M-4.6.1 Develop a plan to reduce and manage stress.

I-4.6.1 Set a goal to increase protective factors to avoid becoming involved in gang activities.

P-4.6.1 Identify a personal health goal and name resources to help him or her achieve that goal.

N-4.6.1 Set a dietary goal and track his or her progress toward its achievement.

N-4.6.2 Set a goal to increase daily physical activity and track his or her progress.

I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE FOUR

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fourth grade. These indicators specify what students should know and be able to do by the end of grade four.

Indicators

The student will

- M-4.7.1 Demonstrate ways to maintain or improve one’s mental, emotional, and social health.
- I-4.7.1 Demonstrate basic **first aid** procedures and responses to common emergencies (for example, bleeding, choking, ingesting poison).
- I-4.7.2 State ways to keep the mouth safe from injury.
- P-4.7.1 Practice recommended sleep and rest habits to promote overall health.
- P-4.7.2 Implement a personal health plan with the help of a parent or guardian.
- N-4.7.1 Demonstrate ways to interpret the information on food labels to plan a meal.

I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE FOUR

Standard 8: The student will demonstrate the ability to advocate for personal, family, and consumer health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fourth grade. These indicators specify what students should know and be able to do by the end of grade four.

Indicators

The student will

- D-4.8.1 Demonstrate ways to influence and support others in refusing to use **ATOD**.
- P-4.8.1 Demonstrate ways to influence and support others in making healthy choices related to personal health.
- P-4.8.2 Encourage others to keep the air, land, and water clean and safe.
- N-4.8.1 Advocate for others to eat healthy foods and to engage in regular physical activity.

D = Alcohol, Tobacco, and Other Drugs
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE FIVE

Standard 1: The student will comprehend concepts related to health promotion to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

The student will

- M-5.1.1 Describe **coping strategies** to promote mental health (for example, engaging in physical activity, reading, playing or listening to music, writing).
- I-5.1.1 Examine the impact of violent and unsafe behaviors.
- I-5.1.2 Explain CPR (cardiopulmonary resuscitation) and rescue breathing.
- D-5.1.1 Describe the structures and function of the respiratory system (for example, lungs, bronchioles, diaphragm).
- D-5.1.2 Discuss the social, economic, and physical consequences of **ATOD** use.
- D-5.1.3 Define the terms "**ATOD** dependence," "addiction," and "withdrawal."
- D-5.1.4 Explain the link between tobacco use and diseases, including oral disease.
- D-5.1.5 Describe the link between alcohol use, injury, and disease.
- G-5.1.1 Describe the physical, emotional, and social changes that occur in **puberty** and adolescence (for example, changes in voice, growth of body and facial hair, sensitivity to peer influence, mood swings). ♦
- G-5.1.2 Define the term "**abstinence.**" ♦
- P-5.1.1 Discuss the barriers to a person's practicing healthy behaviors.
- P-5.1.2 Describe ways that family health history can affect a person's health (for example, heart disease, diabetes, sickle cell anemia).
- P-5.1.3 Identify ways that health care providers promote health and detect and treat problems.
- N-5.1.1 Examine the **six essential nutrients**, their function, and foods or food groups in which they are present.
- N-5.1.2 Identify the benefits of following the federal dietary guidelines.
- N-5.1.3 Describe methods of safe food handling and preparation.
- N-5.1.4 Discuss the benefits of moderate to vigorous physical activity.
- N-5.1.5 Explain basic precautions to help prevent injury during physical activity.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity
P = Personal and Community Health
♦ = Reproductive health instruction is permitted before grade six at the option of local school boards (Comprehensive Health Education Act of 1988, Section 59-32-30(A)).

GRADE FIVE

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

The student will

- M-5.2.1 Explain ways that the media influences an individual's thoughts, feelings, self-concept, and health behaviors.
- I-5.2.1 Discuss family, peer, and cultural influences on the way an individual deals with conflict.
- I-5.2.2 Analyze media messages on the subject of violence and risk behaviors.
- D-5.2.1 Discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco.
- P-5.2.1 Discuss how the family, peers, school, community, and culture can influence personal health practices and behaviors.
- N-5.2.1 Examine the various strategies used by the media to influence food choices and physical activity.

D = Alcohol, Tobacco, and Other Drugs
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE FIVE

Standard 3: The student will demonstrate the ability to access valid information and products and services to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

The student will

- D-5.3.1 Demonstrate the ability to locate **valid** information and resources concerning **ATOD**.
- G-5.3.1 Locate people in the family, school or community (for example, parents, teachers, nurses, doctors, clergy) who can provide **valid** health information about the changes that occur during **puberty**. ♦
- P-5.3.1 Locate resources from home, school, and community that provide **valid** health information.*
- N-5.3.1 Locate resources that provide information on the link between excessive sugar consumption and diseases (for example, obesity, diabetes, tooth decay).

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
N = Nutrition and Physical Activity
P = Personal and Community Health
* = Exact wording in the *National Health and Safety Education Standards, 2007*
♦ = Reproductive health instruction is permitted before grade six at the option of local school boards (Comprehensive Health Education Act of 1988, Section 59-32-30(A)).

GRADE FIVE

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

The student will

- I-5.4.1 Utilize effective communication strategies (including **negotiation skills**) to resolve conflicts and promote personal safety.
- D-5.4.1 Demonstrate effective **refusal skills** regarding **ATOD**.
- G-5.4.1 Discuss ways to communicate with parents, teachers, or other trustworthy adults about the stages of growth and development that take place during adolescence.
- G-5.4.2 Demonstrate ways to ask for assistance in harmful situations or relationships.
- P-5.4.1 Demonstrate **refusal skills** to avoid or reduce health risks.*
- N-5.4.1 Discuss with family members and peers ways to make healthy food choices.
- N-5.4.2 Discuss with family members and peers ways to minimize **screen time** and be physically active.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
N = Nutrition and Physical Activity
P = Personal and Community Health
* = Exact wording in the *National Health and Safety Education Standards, 2007*

GRADE FIVE

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

The student will

- M-5.5.1 Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.
- I-5.5.1 Decide when he or she needs to seek help to protect personal safety or that of others.
- I-5.5.2 Describe what to do if someone displays a weapon at home, at the school, or in the community.
- D-5.5.1 Explain how **ATOD** can affect the way individuals make decisions and perform tasks.
- G-5.5.1 Discuss the benefits of deciding to abstain from sexual activity and to remain abstinent. ♦
- N-5.5.1 Select healthy foods from a fast food restaurant menu.
- N-5.5.2 Describe physical activities that promote **health-related fitness**.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity
♦ = Reproductive health instruction is permitted before grade six at the option of local school boards (Comprehensive Health Education Act of 1988, Section 59-32-30(A)).

GRADE FIVE

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

The student will

- D-5.6.1 Identify ways that **ATOD** use can interfere with a person's achievement of his or her goals.
- P-5.6.1 Construct a plan, including monitoring and assessing progress, to achieve a health goal (for example, reduce stress, be physically active, get more sleep, limit the amount of sugary foods/drinks in the diet.)

D = Alcohol, Tobacco, and Other Drugs
P = Personal and Community Health

GRADE FIVE

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

The student will

- M-5.7.1 Practice behaviors that promote healthy relationships with families and peers.
- M-5.7.2 Demonstrate positive self-management skills (for example, managing stress, controlling anger and other impulses).

- I-5.7.1 Implement safety strategies to avoid causing injury to him- or herself and to others (for example, wearing sunscreen, wearing flotation equipment, being aware of weather conditions, knowing fire safety procedures).
- I-5.7.2 Demonstrate strategies for dealing with conflict, bullying, and violence.
- I-5.7.3 Practice safety rules when he or she is home alone and with others.

- D-5.7.1 Implement strategies for dealing with peer pressure.

- N-5.7.1 Demonstrate food choices and physical activity behaviors that reduce or help eliminate health risks, including obesity and tooth decay.

D = Alcohol, Tobacco, and Other Drugs
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity

GRADE FIVE

Standard 8: The student will demonstrate the ability to advocate for personal, family, and consumer health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

The student will

I-5.8.1 Advocate for disaster preparedness for home and school.

P-5.8.1 Utilize strategies to promote keeping the environment clean and safe.

N-5.8.1 Encourage peers, family, and others to choose healthy foods and be physically active.

I = Injury Prevention and Safety
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE SIX

Standard 1: The student will comprehend concepts related to health promotion to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the sixth grade. These indicators specify what students should know and be able to do by the end of grade six.

Indicators

The student will

- M-6.1.1 Describe the interrelationship among mental, emotional, social, and physical health in adolescence.
- M-6.1.2 Discuss the importance of a positive self-concept.
- M-6.1.3 Define the term "**resiliency**."
- M-6.1.4 Examine grief and ways to deal with loss.

- I-6.1.1 Describe ways to reduce and prevent injuries (for example, helmets, mouth guards, safety equipment, seat belts, water-safety devices).
- I-6.1.2 Examine issues surrounding violence and discuss strategies for violence prevention.
- I-6.1.3 Identify types of bullying, including **cyberbullying**.

- D-6.1.1 Identify reasons why individuals use and abuse **ATOD**.
- D-6.1.2 Describe short- and long-term effects and consequences of **ATOD** use, including **secondhand** smoke.
- D-6.1.3 Discuss the risks associated with OTC (over-the-counter) and prescription drugs.

- G-6.1.1 Explain how family roles, rules, and responsibilities change over time.
- G-6.1.2 Describe how the endocrine system affects growth and development.
- G-6.1.3 Identify the structures and functions of the male and female reproductive systems.
- G-6.1.4 Identify reproductive problems found in males and females.
- G-6.1.5 Explain why **abstinence** is the most effective means of protecting reproductive health. ♦♦
- G-6.1.6 Define the terms "sexually transmitted diseases/infections" (**STDs/STIs**) and "human immunodeficiency virus" (**HIV**).

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
♦♦ = Family life and pregnancy prevention instruction is *permitted* in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is *required* in these three grades (Comprehensive Health Education Act of 1988, Section 59-32-30(B)).

- P-6.1.1 Compare strategies for reducing risks of communicable and chronic illnesses.
- P-6.1.2 Discuss personal hygiene practices (for example, bathing, using deodorant, brushing and flossing teeth, grooming the hair).
- P-6.1.3 Describe ways a dentist helps to keep teeth and gums healthy.

- N-6.1.1 Describe the benefits of healthy eating in relation to disease prevention (for example, preventing cancer, controlling diabetes, reducing the incidence of heart disease, reducing tooth decay).
- N-6.1.2 Define the term "**disordered eating.**"
- N-6.1.3 Explain how the body uses the **six essential nutrients.**
- N-6.1.4 Differentiate between nutritious and non-nutritious food, snacks, and beverages.
- N-6.1.5 Analyze the nutrition information on food labels to compare products.
- N-6.1.6 Describe the interrelationship among diet, physical activity level, and body weight.
- N-6.1.7 Assess food intake and physical activity in relation to the federal dietary guidelines for Americans.

N = Nutrition and Physical Activity P = Personal and Community Health
--

GRADE SIX

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the sixth grade. These indicators specify what students should know and be able to do by the end of grade six.

Indicators

The student will

- M-6.2.1 Discuss ways that family and peers influence the mental, emotional, and social health of adolescents.
- I-6.2.1 Discuss the threat of gangs or other violent behaviors to personal safety.
- D-6.2.1 Analyze the influence of family and peers on a person's **ATOD** use.
- G-6.2.1 Describe the influence of families and peers on a person's body image.
- P-6.2.1 Analyze ways that peers and the media influence healthy and unhealthy behaviors.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
P = Personal and Community Health

GRADE SIX

Standard 3: The student will demonstrate the ability to access valid information and products and services to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the sixth grade. These indicators specify what students should know and be able to do by the end of grade six.

Indicators

The student will

- M-6.3.1 Demonstrate the ability to locate within his or her community the appropriate health information and services for dealing with mental health issues.
- D-6.3.1 Discuss how to identify sources of help for someone who abuses **ATOD**.
- G-6.3.1 Demonstrate the ability to access appropriate resources for dealing with child abuse, sexual assault, and domestic violence. ♦♦
- P-6.3.1 Discuss the **validity** of health information, products, and services.
- N-6.3.1 Access accurate information on healthy eating and physical activity.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity
P = Personal and Community Health
♦♦ = Family life and pregnancy prevention instruction is *permitted* in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is *required* in these three grades (Comprehensive Health Education Act of 1988, Section 59-32-30(B)).

GRADE SIX

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the sixth grade. These indicators specify what students should know and be able to do by the end of grade six.

Indicators

The student will

- M-6.4.1 Discuss healthy ways to express feelings and relieve stress.
- I-6.4.1 Demonstrate refusal and **negotiation skills** to reduce the risk of injury and promote personal safety.
- D-6.4.1 Utilize **refusal skills** to avoid **ATOD** use and to reduce risk-taking behaviors.
- G-6.4.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.
- G-6.4.2 Demonstrate ways to communicate with parents, family members, or other trustworthy adults (for example, doctors and nurses) about sexual health and responsibility.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health

GRADE SIX

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the sixth grade. These indicators specify what students should know and be able to do by the end of grade six.

Indicators

The student will

- M-6.5.1 Discuss when it is important to seek information, support, and assistance regarding mental, emotional, and social health.
- I-6.5.1 Demonstrate decision-making processes to deal with situations that involve personal safety and risk, including the use of the Internet.
- G-6.5.1 Identify steps in a decision-making process that promotes **abstinence** and avoids risk behaviors. ♦♦
- P-6.5.1 Identify circumstances that can help or hinder healthy decision making.*

G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
P = Personal and Community Health
* = Exact wording in the *National Health and Safety Education Standards, 2007*
♦♦ = Family life and pregnancy prevention instruction is *permitted* in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is *required* in these three grades (Comprehensive Health Education Act of 1988, Section 59-32-30(B)).

GRADE SIX

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the sixth grade. These indicators specify what students should know and be able to do by the end of grade six.

Indicators

The student will

D-6.6.1 Set a goal to avoid **ATOD** use.

P-6.6.1 Set a goal to develop and implement a personal health and wellness plan (for example, eating healthy foods, meeting specific goals related to oral health, getting physical activity, and sleeping 8–10 hours nightly).

D = Alcohol, Tobacco, and Other Drugs
P = Personal and Community Health

GRADE SIX

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the sixth grade. These indicators specify what students should know and be able to do by the end of grade six.

Indicators

The student will

- M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health.
- I-6.7.1 Demonstrate behaviors and strategies to manage anger and conflict in healthy ways.
- I-6.7.2 Discuss ways to avoid or reduce threatening situations.
- I-6.7.3 Discuss protective strategies to reduce the risk of violence in a person's home, school, and community.
- D-6.7.1 Demonstrate ways to avoid potentially harmful situations involving **ATOD** use.
- G-6.7.1 Identify **coping strategies** to address the physical, emotional, and social changes that occur during adolescence.
- G-6.7.2 Describe appropriate steps a person should take if he or she becomes the victim of **sexual harassment**.
- P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.*
- P-6.7.2 Construct a plan to reduce environmental health risks in his or her school or community.
- N-6.7.1 Create and implement a nutrition plan that meets the federal dietary guidelines for Americans.
- N-6.7.2 Create and implement a plan to engage in moderate to vigorous daily physical activity.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity
P = Personal and Community Health
* = Exact wording in the National Health and Safety Education Standards, 2007

GRADE SIX

Standard 8: The student will demonstrate the ability to advocate for personal, family, and consumer health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the sixth grade. These indicators specify what students should know and be able to do by the end of grade six.

Indicators

The student will

I-6.8.1 Describe ways to advocate for a safe school environment.

D-6.8.1 Describe ways to advocate to others the benefits of not using **ATOD**.

P-6.8.1 State a health-enhancing position on a health-related topic and support it with accurate information.

N-6.8.1 Describe ways to encourage family and peers to choose healthy foods and increase their physical activity.

D = Alcohol, Tobacco, and Other Drugs
I = Injury Prevention and Safety
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE SEVEN

Standard 1: The student will comprehend concepts related to health promotion to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the seventh grade. These indicators specify what students should know and be able to do by the end of grade seven.

Indicators

The student will

- M-7.1.1 Identify situations that may require professional mental, emotional, and social health services.
- I-7.1.1 Discuss the consequences of gangs and bullying, including **cyberbullying**.
- I-7.1.2 Identify emergency situations (for example, choking, drowning, poisoning) and safe methods of responding to them (CPR [cardiopulmonary resuscitation] and universal precautions).
- D-7.1.1 Compare and contrast drug misuse, drug abuse, and drug dependence.
- D-7.1.2 Describe risks associated with **ATOD** use, dependence, and addiction.
- D-7.1.3 Discuss the impact of **ATOD** use and abuse on the individual, his or her peers, and family members.
- D-7.1.4 Define the term "**social norms**" and explain how these norms pertain to **ATOD** use.
- D-7.1.5 Describe positive alternatives to **ATOD** use.
- D-7.1.6 Describe the short- and long-term effects and consequences of ATOD use (including the impact on fetal development).
- G-7.1.1 Explain the structures and functions of the male and female reproductive systems. ♦♦
- G-7.1.2 Describe the advantages of **abstinence**. ♦♦
- G-7.1.3 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.
- G-7.1.4 Identify reproductive problems found in males and females. ♦♦
- G-7.1.5 Describe signs and symptoms of **STIs/STDs, HIV, and AIDS**.
- G-7.1.6 Identify effective treatments for **STIs/STDs, HIV, and AIDS**.
- G-7.1.7 Explain effective methods for the prevention of **STIs/STDs and HIV**. ♦♦
- G-7.1.8 Explain effective methods for the prevention of unintended pregnancy. ♦♦
- G-7.1.9 Define the terms "**dating violence**," "**sexual harassment**," and "**sexual abuse**." ♦♦

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
♦♦ = Family life and pregnancy prevention instruction is *permitted* in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is *required* in these three grades (Comprehensive Health Education Act of 1988, Section 59-32-30(B)).

- P-7.1.1 Identify ways to prevent or lessen common adolescent health issues (for example, acne, **disordered eating**, inactivity).
- P-7.1.2 Explain how oral health problems can affect overall health.
- P-7.1.3 Analyze ways that hereditary and environmental factors affect personal health.

- N-7.1.1 Explain why a person should follow the federal dietary guidelines.
- N-7.1.2 Analyze the benefits of healthy eating in relation to disease prevention.
- N-7.1.3 Identify signs and symptoms of **disordered eating**.
- N-7.1.4 Define the term “hydration” and explain the benefits of hydration during physical activity.
- N-7.1.5 Explain the benefits of engaging in moderate to vigorous physical activity daily.
- N-7.1.6 Analyze the relationship between food, **calories**, and physical activity.
- N-7.1.7 Explain safe food handling and preparation.

GRADE SEVEN

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the seventh grade. These indicators specify what students should know and be able to do by the end of grade seven.

Indicators

The student will

- D-7.2.1 Analyze the influence of culture and the media on **ATOD** use and nonuse.
- G-7.2.1 Explain ways that culture and the media influence family and peer attitudes toward **sexuality**.
- G-7.2.2 Discuss the influence of others on an individual's views and behaviors regarding his or her own **sexuality** including physical appearance.
- P-7.2.1 Explain ways that personal perceptions of **social norms** influence healthy and unhealthy behaviors.
- P-7.2.2 Analyze ways that environmental conditions affect personal and community health.
- N-7.2.1 Analyze ways that culture and the media influence an individual's food choices and physical activity.
- N-7.2.2 Examine the influence of **screen time** on the physical activity levels of adolescents.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE SEVEN

Standard 3: The student will demonstrate the ability to access valid information and products and services to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the seventh grade. These indicators specify what students should know and be able to do by the end of grade seven.

Indicators

The student will

- I-7.3.1 Demonstrate the ability to utilize resources at home and in the school and community that provide **valid** safety information and services.
- D-7.3.1 Access **valid** resources for **ATOD**-related problems.
- G-7.3.1 Demonstrate the ability to access **valid** information and resources related to reproductive health and **STIs/STDs**.
- G-7.3.2 Locate **valid** information and resources related to **dating violence, sexual harassment, and sexual abuse**. ♦♦

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
♦♦ = Family life and pregnancy prevention instruction is *permitted* in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is *required* in these three grades (Comprehensive Health Education Act of 1988, Section 59-32-30(B)).

GRADE SEVEN

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the seventh grade. These indicators specify what students should know and be able to do by the end of grade seven.

Indicators

The student will

- M-7.4.1 Explain how talking about feelings and emotions promotes mental health.
- I-7.4.1 Demonstrate effective conflict management or resolution strategies.*
- G-7.4.1 Demonstrate communication and **refusal skills** to promote **abstinence** and to avoid risk behaviors. ♦♦
- P-7.4.1 Demonstrate how to ask for assistance to enhance the health of self and others.*

G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
P = Personal and Community Health
* = Exact wording in the *National Health and Safety Education Standards, 2007*
♦♦ = Family life and pregnancy prevention instruction is *permitted* in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is *required* in these three grades (Comprehensive Health Education Act of 1988, Section 59-32-30(B)).

GRADE SEVEN

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the seventh grade. These indicators specify what students should know and be able to do by the end of grade seven.

Indicators

The student will

D-7.5.1 Apply a decision-making process to **ATOD** issues.

D-7.5.2 Explain ways that a person's decisions about **ATOD** affect relationships with his or her family members and peers.

G-7.5.1 Apply a decision-making process to promote **abstinence** and to avoid risk behaviors. ♦♦

N-7.5.1 Use the federal dietary guidelines to compare and contrast food choices from a variety of restaurants.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
N = Nutrition and Physical Activity
♦♦ = Family life and pregnancy prevention instruction is *permitted* in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is *required* in these three grades (Comprehensive Health Education Act of 1988, Section 59-32-30(B)).

GRADE SEVEN

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the seventh grade. These indicators specify what students should know and be able to do by the end of grade seven.

Indicators

The student will

- P-7.6.1 Analyze ways that health goals can vary with changing abilities, priorities, and responsibilities.
- P-7.6.2 Develop a goal to adopt, maintain, or improve a personal health practice (for example, avoid **ATOD**, promote safety, brush and floss teeth).

- N-7.6.1 Set a goal to achieve a balanced diet.
- N-7.6.2 Set a goal to increase his or her physical activity, monitor the progress of that goal, and make the necessary adjustments to reach it.

N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE SEVEN

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the seventh grade. These indicators specify what students should know and be able to do by the end of grade seven.

Indicators

The student will

- M-7.7.1 Discuss healthy strategies for managing stress, anger, and other feelings (including depression).
- I-7.7.1 Develop injury prevention and treatment strategies for personal and family health.
- D-7.7.1 Discuss guidelines for using prescription and OTC (over-the-counter) drugs properly.
- G-7.7.1 Discuss strategies for dealing with harmful behaviors in relationships, including **dating violence**.
- P-7.7.1 Describe strategies to detect and treat common health problems.
- N-7.7.1 Explain the relationship between food selection and oral health.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
P = Personal and Community Health

GRADE SEVEN

Standard 8: The student will demonstrate the ability to advocate for personal, family, and consumer health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the seventh grade. These indicators specify what students should know and be able to do by the end of grade seven.

Indicators

The student will

D-7.8.1 Demonstrate ways to advocate remaining drug-free.

P-7.8.1 Advocate for a healthy school, community, and natural environment.

N-7.8.1 Demonstrate ways to advocate the benefits of choosing healthy foods and increasing one's physical activity.

D = Alcohol, Tobacco, and Other Drugs
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE EIGHT

Standard 1: The student will comprehend concepts related to health promotion to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

The student will

- M-8.1.1 Examine factors that contribute to a positive self-concept.
- M-8.1.2 Discuss the interrelationship among mental, emotional, social, and physical health during adolescence.
- M-8.1.3 Describe the characteristics of **resiliency**.

- I-8.1.1 Identify ways to reduce risk of unintentional and intentional injuries in the home, school, and community.
- I-8.1.2 Discuss the impact of gang activity on individuals, peers, family, school, and community.
- D-8.1.1 Discuss the reasons that individuals use and abuse **ATOD**.
- D-8.1.2 Examine the short- and long-term effects and consequences of **ATOD** use, including the impact on society.
- D-8.1.3 Identify ways to access laws relating to **ATOD** use, possession, and sales.

- G-8.1.1 Explain how roles, rules, and responsibilities of the members in a family change over time (for example, parental responsibilities regarding a teenager as opposed to an infant).
- G-8.1.2 Compare and contrast the structures and functions of the male and female reproductive systems.
- G-8.1.3 Discuss health issues that are specifically related to the reproductive systems.
- G-8.1.4 Discuss the advantages of **abstinence**. ♦♦
- G-8.1.5 Describe signs and symptoms of **STIs/STDs, HIV, and AIDS**.
- G-8.1.6 Describe effective treatments for **STIs/STDs, HIV, and AIDS**.
- G-8.1.7 Explain effective methods for the prevention of **STIs/STDs, HIV, and unintended pregnancy**. ♦♦
- G-8.1.8 Describe the signs and symptoms of pregnancy. ♦♦
- G-8.1.9 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct. ♦♦

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
♦♦ = Family life and pregnancy prevention instruction is *permitted* in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is *required* in these three grades (Comprehensive Health Education Act of 1988, Section 59-32-30(B)).

- P-8.1.1 Explain the components of a personal wellness program.
- P-8.1.2 Discuss how heredity, lifestyle, behaviors, environment, and medical care influence an individual's health.

- N-8.1.1 Examine the benefits of following the federal dietary guidelines.
- N-8.1.2 Discuss ways that **disordered eating** impacts an individual's health, including his or her oral health.
- N-8.1.3 Compare and contrast the mental, social and physical benefits of moderate to vigorous physical activity.

GRADE EIGHT

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

The student will

- M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.
- I-8.2.1 Analyze the effect of gangs on personal safety in his or her community.
- D-8.2.1 Analyze the influence of family, peers, culture, and the media on an individual's **ATOD** use.
- G-8.2.1 Explain ways that culture and the media influence families and relationships.
- G-8.2.2 Explain ways that the media influences an individual's body image.
- G-8.2.3 Discuss the influence of family, peers, culture, and the media on personal decisions about **sexuality** and behavior. ♦♦
- P-8.2.1 Discuss the ways that **social norms** influence healthy and unhealthy decisions and behaviors.
- N-8.2.1 Describe ways that personal economics and geographic location influence food choices and availability.
- N-8.2.2 Discuss the influence of the environment on a person's physical activity.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity
P = Personal and Community Health
♦♦ = Family life and pregnancy prevention instruction is *permitted* in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is *required* in these three grades (Comprehensive Health Education Act of 1988, Section 59-32-30(B)).

GRADE EIGHT

Standard 3: The student will demonstrate the ability to access valid information and products and services to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

The student will

M-8.3.1 Locate **valid** health information, products, and services.

G-8.3.1 Evaluate the availability of **valid** information and community resources related to reproductive health and **STIs/STDs**.

G-8.3.2 Access **valid** information and resources related to **dating violence, sexual harassment, and sexual abuse**. ♦♦

G = Growth, Development, and Sexual Health and Responsibility

M = Mental, Emotional, and Social Health

♦♦ = Family life and pregnancy prevention instruction is *permitted* in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is *required* in these three grades (Comprehensive Health Education Act of 1988, Section 59-32-30(B)).

GRADE EIGHT

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

The student will

- I-8.4.1 Apply refusal and **negotiation skills** to reduce the risk of injury and promote personal safety.

- G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.
- G-8.4.2 Utilize communication and **refusal skills** to promote sexual **abstinence** and to avoid risk behaviors. ♦♦
- G-8.4.3 Compare and contrast ways to communicate with parents, family members, and other trustworthy adults (for example, health care providers, school nurses, guidance counselors) about reproductive health and responsible behaviors. ♦♦

- N-8.4.1 Explain to others the importance of variety and moderation in food selection and consumption.

G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
N = Nutrition and Physical Activity
♦♦ = Family life and pregnancy prevention instruction is *permitted* in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is *required* in these three grades (Comprehensive Health Education Act of 1988, Section 59-32-30(B)).

GRADE EIGHT

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

The student will

- I-8.5.1 Apply a decision-making process to deal with situations involving personal safety and risk, including the use of the Internet.
- D-8.5.1 Analyze ways that a person's decisions about **ATOD** affect his or her family and peers as well as society.
- D-8.5.2 Explain when and how to ask for assistance in dealing with **ATOD** abuse in his or her family.
- G-8.5.1 Apply a decision-making process to promote **abstinence** and to avoid risk behaviors, including the use of the Internet.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
♦♦ = Family life and pregnancy prevention instruction is *permitted* in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is *required* in these three grades (Comprehensive Health Education Act of 1988, Section 59-32-30(B)).

GRADE EIGHT

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

The student will

- M-8.6.1 Implement a stress-management plan.
- G-8.6.1 Set a personal goal to protect him- or herself from **STIs/STDs, HIV, and AIDS.**
- G-8.6.2 Set a personal goal to prevent pregnancy.
- N-8.6.1 Set a personal goal to achieve a healthy diet, monitor the progress of that goal, and make the necessary adjustments to reach it.
- N-8.6.2 Develop and implement a plan to increase his or her physical activity.
- N-8.6.3 Develop and implement a personal dietary plan that benefits his or her oral health as well as overall health.

G = Growth, Development, and Sexual Health and Responsibility
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity

GRADE EIGHT

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

The student will

- M-8.7.1 Implement strategies to maintain or improve his or her mental, emotional, and social health.
- M-8.7.2 Discuss **coping strategies** to increase his or her **resiliency**.

- I-8.7.1 Demonstrate behaviors and strategies to manage conflict in healthy ways.
- I-8.7.2 Analyze ways to avoid or reduce threatening situations.

- I-8.7.3 Implement protective strategies to reduce the risk of violence in his or her home, school, and community.

- G-8.7.1 Develop strategies for dealing with harmful behaviors, including **dating violence**, in his or her relationships.
- G-8.7.2 Discuss the appropriate steps a person should take if he or she becomes the victim of **dating violence, sexual harassment**, or assault.

- P-8.7.1 Explain behaviors that may lead to the spread of **communicable diseases** (for example, common cold, flu).
- P-8.7.2 List actions to include in a dental health plan.

- N-8.7.1 Discuss the importance of assuming personal responsibility for healthy eating and physical activity.

G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity
P = Personal and Community Health

GRADE EIGHT

Standard 8: The student will demonstrate the ability to advocate for personal, family, and consumer health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

The student will

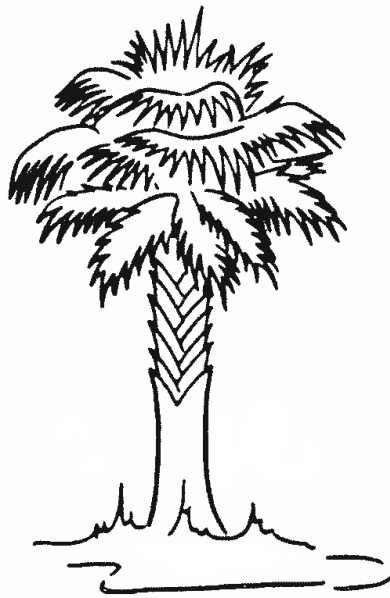
D-8.8.1 Demonstrate ways to advocate to others to use positive alternatives to **ATOD** use.

P-8.8.1 Demonstrate ways to encourage others to avoid risk-taking behaviors.

P-8.8.2 Demonstrate ways to advocate for a healthy environment.

D = Alcohol, Tobacco, and Other Drugs
P = Personal and Community Health

**High School
Academic Standards
for
Health and Safety Education**



HIGH SCHOOL

Standard 1: The student will comprehend concepts related to health promotion to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner at some point during high school. These indicators specify what students should know and be able to do by the end of grade twelve.

Indicators

The student will

- M-HS.1.1 Discuss situations that may require professional mental, emotional, and social health services.
- M-HS.1.2 Discuss the characteristics of healthy relationships.
- M-HS.1.3 Discuss the stages of loss and grief.
- M-HS.1.4 Analyze the signs of depression and self-destructive behaviors (including potential risks of suicide).
- M-HS.1.5 Identify causes of stress and other common mental health issues.

- I-HS.1.1 List common **first aid** procedures for a given scenario.
- I-HS.1.2 Identify the characteristics of an abusive relationship.
- I-HS.1.3 Assess the effects of violence on individuals, school, and community.
- I-HS.1.4 Describe laws and regulations related to safety and personal injury (including bullying, **dating violence**, participating in gang activity, driving a motorized vehicle.)
- I-HS.1.5 Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.

- D-HS.1.1 Discuss the benefits of avoiding **ATOD**.
- D-HS.1.2 Examine the impact of **ATOD** use and abuse on the individual, his or her family, and society as a whole.
- D-HS.1.3 Describe the cycle of **ATOD** addiction as it relates to individuals and families.
- D-HS.1.4 Examine the effects of **ATOD** on fetal development.

D = Alcohol, Tobacco, and Other Drugs
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health

- G-HS.1.1 Describe physical, social, and emotional changes that occur during adolescence.
- G-HS.1.2 Examine health issues that are specifically related to the male and female reproductive systems (for example, self-examination).
- G-HS.1.3 Describe the benefits of **abstinence**.
- G-HS.1.4 Identify the benefits, effectiveness, and risks of pregnancy-prevention methods.
- G-HS.1.5 Explain methods for the prevention of **STIs/STDs, HIV, and AIDS**.
- G-HS.1.6 Identify signs and symptoms of **STIs/STDs, HIV, and AIDS**.
- G-HS.1.7 Discuss methods of treatment for **STIs/STDs, HIV, and AIDS**.
- G-HS.1.8 Evaluate the impact of **STIs/STDs, HIV, and AIDS** on individuals, families, and society.
- G-HS.1.9 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.
- G-HS.1.10 Discuss responsible prenatal and **perinatal** care.
- G-HS.1.11 Evaluate the impact of adolescent pregnancy on individuals, families, and communities.
- G-HS.1.12 Explore the benefits of adoption.
- G-HS.1.13 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct.
- P-HS.1.1 Differentiate between risk-taking and health-promoting behaviors.
- P-HS.1.2 Evaluate his or her personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.
- P-HS.1.3 Evaluate strategies for the prevention and treatment of communicable and chronic diseases.
- P-HS.1.4 Explain the connection between personal health and access to health care, including dental care.
- P-HS.1.5 Examine ways that the environment and personal health are interrelated.
- N-HS.1.1 Evaluate the relationship between his or her own nutritional intake and overall physical, social, and mental health.
- N-HS.1.2 Explain how the federal dietary guidelines are useful in planning healthy diets.
- N-HS.1.3 Evaluate the benefits of daily moderate to vigorous physical activity.
- N-HS.1.4 Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.

G	=	Growth, Development, and Sexual Health and Responsibility
N	=	Nutrition and Physical Activity
P	=	Personal and Community Health

HIGH SCHOOL

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner at some point during high school. These indicators specify what students should know and be able to do by the end of grade twelve.

Indicators

The student will

- M-HS.2.1 Analyze ways that the family, peers, culture, and the media influence the mental, emotional, and social health of individuals.
- I-HS.2.1 Analyze the possible causes of conflict in schools, families, and communities.
- I-HS.2.2 Analyze the influence of peers and the media on the way an individual operates a motor vehicle and observes safety precautions.
- I-HS.2.3 Explain ways that an individual's behaviors affect his or her risk of becoming a perpetrator or a victim of violence.
- D-HS.2.1 Analyze personal, family, economic, legal, and societal issues that influence **ATOD** use.
- D-HS.2.2 Examine ways that media messages and marketing techniques influence **ATOD** use.
- D-HS.2.3 Analyze the connection between **ATOD** use and personal safety (including motor vehicle accidents, violence, and sexual assault).
- G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and **sexuality**.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health

- P-HS.2.1 Analyze the influence of family, peers, culture, the media, technology, and other factors on health behaviors.
- P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.
- P-HS.2.3 Describe ways that environmental factors can affect the health of the community.
- P-HS.2.4 Discuss ways that research and medical care influence the prevention and treatment of health problems.
- P-HS.2.5 Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.

- N-HS.2.1 Analyze ways that emotions and feelings influence the food choices, eating behavior, and physical activity of individuals.
- N-HS.2.2 Examine ways that the media, advertising, and marketing practices affect the nutrition and physical activity level of individuals.
- N-HS.2.3 Debate ways that school policy can influence healthy or unhealthy eating and physical activity levels.
- N-HS.2.4 Analyze ways that unhealthy eating behaviors and an inactive lifestyle contribute to chronic disease.

HIGH SCHOOL

Standard 3: The student will demonstrate the ability to access valid information and products and services to enhance health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner at some point during high school. These indicators specify what students should know and be able to do by the end of grade twelve.

Indicators

The student will

M-HS.3.1 Access **valid** mental, emotional, and social health information and services for him- or herself and others.

I-HS.3.1 Access information and local services about safety and the prevention of violence

D-HS.3.1 Access **valid** information and resources to assist him or her in dealing with **ATOD** issues.

G-HS.3.1 Access local resources for promoting reproductive health (for example, self-examination, ob-gyn, urologist, state or county health department).

G-HS.3.2 Access local resources to help a survivor recover from sexual violence or abuse.

P-HS.3.1 Analyze the cost and accessibility of local health care services, including dental care.

N-HS.3.1 Locate and analyze local opportunities for physical activity.

N-HS.3.2 Analyze local sources of **valid** information on nutrition and physical activity (for example, school policy, legislation, economics).

N-HS.3.3 Locate community programs and services that help others gain access to affordable healthy foods.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity
P = Personal and Community Health

HIGH SCHOOL

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner at some point during high school. These indicators specify what students should know and be able to do by the end of grade twelve.

Indicators

The student will

- M-HS.4.1 Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.
- I-HS.4 1 Demonstrate refusal, negotiation, and collaboration skills to enhance his or her health and to avoid potentially harmful situations (for example, ATOD use, **sexual harassment**, gang activity).
- G-HS.4.1 Demonstrate effective verbal and nonverbal communication skills in peer and dating relationships.
- G-HS.4.2 Demonstrate refusal and **negotiation skills** to promote **abstinence** and to reduce health-risk behaviors.
- G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other trustworthy adults (for example, health care providers, law enforcement officers) about sexual health and responsibilities.
- P-HS.4.1 Demonstrate ways to ask for assistance to enhance his or her own health (for example, ask for a diet plan) and ways to offer assistance to enhance the health of others (for example, exercise with a friend).

G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
P = Personal and Community Health

HIGH SCHOOL

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner at some point during high school. These indicators specify what students should know and be able to do by the end of grade twelve.

Indicators

The student will

- D-HS.5.1 Analyze ways that **ATOD** affects an individual's thinking and decision making and therefore increases the risk of violence and other illegal activities.
- G-HS.5.1 Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation.
- P-HS.5.1 Examine barriers to healthy decision making.
- P-HS.5.2 Justify when individual or collaborative decision making is appropriate.*
- P-HS.5.4 Utilize knowledge of body structure and function to make sound decisions related to personal health (for example, disease prevention, injury prevention, oral health).
- N-HS.5.1 Distinguish healthy from unhealthy foods on a variety of restaurant menus.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
N = Nutrition and Physical Activity
P = Personal and Community Health
* = Exact wording in the *National Health and Safety Education Standards, 2007*

HIGH SCHOOL

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner at some point during high school. These indicators specify what students should know and be able to do by the end of grade twelve.

Indicators

The student will

M-HS.6.1 Develop and implement a personal stress management plan.

I-HS.6.1 Develop a plan to avoid unsafe situations and gang involvement.

D-HS.6.1 Predict ways that short- and long-term goals can be affected by **ATOD** use.

G-HS.6.1 Set a personal goal to maintain the health of his or her reproductive system.

P-HS.6.1 Create a long-term personal health plan that is adaptable to changing health needs based on genetics, family history, and personal health behaviors.

N-HS.6.1 Set a goal to maintain a healthy diet (for example, limiting sugar, fat, and salt consumption).

N-HS.6.2 Set a goal to attain the federally recommended levels of physical activity and physical fitness for Americans.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity
P = Personal and Community Health

HIGH SCHOOL

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

The indicators that support this standard are intended to be taught in a developmentally appropriate manner at some point during high school. These indicators specify what students should know and be able to do by the end of grade twelve.

Indicators

The student will

M-HS.7.1 Design and implement a plan to increase his or her **resiliency**.

M-HS.7.2 Develop strategies for maintaining a positive self-concept.

I-HS.7.1 Perform appropriate **first aid** and other emergency procedures for a given scenario.

I-HS.7.2 Develop injury prevention and treatment strategies for personal and family health.

I-HS.7.3 Demonstrate strategies for solving interpersonal conflicts without harming him- or herself or others.

I-HS.7.4 Discuss protective measures and warning signs of violence in dating and relationship situations.

D-HS.7.1 Evaluate strategies for dealing with family, peer, and cultural pressure regarding **ATOD**.

G-HS.7.1 Evaluate strategies for avoiding situations that increase the risk of **sexual harassment**, violence, and abuse.

P-HS.7.1 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of him- or herself and others.

N-HS.7.1 Develop and implement a wellness plan that meets the federal dietary guidelines and the federal physical activity guidelines for Americans.

D = Alcohol, Tobacco, and Other Drugs
G = Growth, Development, and Sexual Health and Responsibility
I = Injury Prevention and Safety
M = Mental, Emotional, and Social Health
N = Nutrition and Physical Activity
P = Personal and Community Health

HIGH SCHOOL

Standard 8: The student will demonstrate the ability to advocate for personal, family, and consumer health.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner at some point during high school. These indicators specify what students should know and be able to do by the end of grade twelve.

Indicators

The student will

- I-HS.8.1 Advocate for disaster preparedness in the home, school, and community.
- D-HS.8.1 Examine ways to encourage positive alternatives to **ATOD** use.
- P-HS.8.1 Advocate for the promotion and protection of a healthy environment.
- N-HS.8.1 Examine ways to encourage others to make healthy eating choices and to increase their level of physical activity.

D = Alcohol, Tobacco, and Other Drugs
I = Injury Prevention and Safety
N = Nutrition and Physical Activity
P = Personal and Community Health

Appendix A

Health and Safety Education Standards Glossary

Glossary	
abstinence	<p>The act or practice of abstaining; the act or practice of refraining from indulgences, especially for drinking alcoholic beverages or engaging in sexual activity.</p> <p>Source: <i>Webster's Revised Unabridged Dictionary</i> http://machaut.uchicago.edu/?resource=Webster%27s&word=abstinence&use1913=on&use1828=on</p>
AIDS	<p>Acronym for <i>acquired immunodeficiency syndrome</i>, a condition that results from HIV infection and is marked by the presence of opportunistic infections that do not affect persons with healthy immune systems.</p> <p>Source: CDC http://www.cdc.gov/hiv/topics/surveillance/resources/guidelines/epi-guideline/glossary.htm</p>
ATOD	<p>Acronym for <i>alcohol, tobacco, and other drugs</i>.</p> <p>Source: Substance Abuse and Mental Health Association http://www.workplace.samhsa.gov/YIW/YIW_Files/Commonly_Used_Acronyms.pdf</p>
blended family	<p>A family with both biological and adopted children and/or with children of different races. The term "blended family" is more commonly used to refer to step-parenting relationships resulting from remarriage when the parents already have children from a previous marriage or relationship.</p> <p>Source: adoption.com http://encyclopedia.adoption.com/entry/blended-families/69/1.html</p>
calories	<p>The units of energy that measure how much energy food provides to the body. The body needs calories to function properly.</p> <p>Source: Teens Health http://kidshealth.org/teen/nutrition/general/fat_calories.html</p>
communicable diseases	<p>Infectious diseases that can be transmitted from one individual to another by either direct or indirect contact.</p> <p>Source: <i>McGraw-Hill Dictionary of Scientific and Technical Terms</i> http://www.answers.com/topic/communicable-diseases</p>

Glossary

coping strategies	<p>Methods of dealing with internal or external demands that are perceived to be threatening or overwhelming.</p> <p>Source: American Psychological Association http://www.psychologymatters.org/glossary.html</p>
cyberbullying	<p>Bullying that occurs when people use the Internet, cell phones, or other devices to send or post text or images intended to hurt or embarrass another person. Cyberbullying is a problem that affects almost half of all American teens.</p> <p>Source: National Crime Prevention Council http://www.ncpc.org/cyberbullying</p>
dating violence	<p>The perpetration or threat of an act of violence by at least one member of an unmarried couple on the other member within the context of dating or courtship. This violence encompasses any form of sexual assault, physical violence, and verbal or emotional abuse.</p> <p>Source: National Center for Injury Prevention and Control http://www.connectwithkids.com/tipsheet/2009/433_apr15/thisweek/090415_date.shtml</p>
disordered eating	<p>Behaviors that can include extreme methods of weight regulation, such as over-exercising; chronic dieting; the abuse of diet pills, laxatives, enemas, and/or diuretics; chewing and spitting out food; and binge eating.</p> <p>Source: DukeHealth.org http://www.dukehealth.org/Services/EatingDisorders/Treatments/OtherEatingDisorders</p>
extended family	<p>A family group consisting of more than two generations of the same kinship line living either within the same household or very close to one another.</p> <p>Source: "Glossary of the Social Sciences," Frank W. Elwell http://www.faculty.rsu.edu/~felwell/glossary/body.htm</p>
first aid	<p>Emergency treatment administered to an injured or sick person before professional medical care is available.</p> <p>Source: <i>American Heritage Dictionary of the English Language</i> http://www.medical-dictionary.thefreedictionary.com/first_aid</p>
gateway drugs	<p>Drugs, such as alcohol and marijuana, whose use is thought to lead to the use of and dependence on a harder drug, such as cocaine or heroin.</p> <p>Source: <i>Merriam-Webster's Collegiate Dictionary</i> http://www.merriam-webster.com/dictionary/gateway%20drug</p>

Glossary

<p>health-related fitness</p>	<p>Those components of physical fitness that are related to good health. The components are commonly identified as body composition, cardiovascular fitness, flexibility, muscular endurance, and strength.</p> <p>Source: President's Council on Physical Fitness and Sports http://www.fitness.gov/digest_mar2000.htm</p>
<p>HIV</p>	<p>Acronym for <i>human immunodeficiency virus</i>, the virus causing AIDS. HIV breaks down the body's defense against infection and disease.</p> <p>Source: CDC http://www.cdc.gov/nchstp/od/GAP/pmtct/Trainer%20Manual/Adobe/Glossary_RG_TM.pdf</p>
<p>immunizations</p>	<p>Vaccinations. Immunizations work by stimulating the immune system, the natural disease-fighting system of the body. The healthy immune system is able to recognize invading bacteria and viruses and produce substances (antibodies) to destroy or disable them.</p> <p>Source: MedicineNet.com http://www.medterms.com/script/main/art.asp?articlekey=3909</p>
<p>negotiation skills</p>	<p>The ability to resolve disputes and conflicts through a willingness to work with other people to reach solutions that everyone can live with.</p> <p>Source: Dept. of Human Development and Family Studies, University of Missouri http://extension.missouri.edu/xplor/hesguide/humanrel/gh6830.htm</p>
<p>nuclear family</p>	<p>A family consisting of parents and their children.</p> <p>Source: <i>American Heritage Dictionary of the English Language</i> http://www.answers.com/topic/nuclear-family</p>
<p>pathogens</p>	<p>Disease-causing microorganisms, including viruses and many bacteria, fungi, and protozoans.</p> <p>Source: <i>A Dictionary of Biology</i> http://www.encyclopedia.com/doc/106-pathogen.html</p>
<p>perinatal</p>	<p>The period from a gestation of 28 weeks or more to 7 days or less after the birth.</p> <p>Source: Source: U.S. Dept. of Health and Human Services https://perfddata.hrsa.gov/mchb/mchreports/Glossary.html</p>
<p>puberty</p>	<p>The period of time when children rapidly change biologically, psychologically, socially, and cognitively.</p> <p>Source: Live Strong.com http://www.livestrong.com/puberty/</p>

Glossary

refusal skills	<p>Communication strategies that allow individuals to remove themselves from unwanted or harmful activities or behaviors.</p> <p>Source: Substance Abuse and Mental Health Services Administration http://family.samhsa.gov/teach/refusal.aspx</p>
resiliency	<p>The ability to adapt well in the face of adversity, trauma, tragedy, threats, and other sources of stress.</p> <p>Source: American Psychological Association http://www.apahelpcenter.org/featuredtopics/feature.php?id=6&ch=2</p>
screen time	<p>Sedentary time spent in front of screens—televisions, computer monitors, cellphones, and other similar devices.</p> <p>Source: Planet Green http://planetgreen.discovery.com/work-connect/reduce-screen-time.html</p>
secondhand smoke	<p>Smoke that is composed of sidestream smoke (the smoke released from the burning end of a cigarette) and exhaled mainstream smoke (the smoke exhaled by the smoker). Cigarette smoke contains more than 4,000 chemical compounds.</p> <p>Source: Office of the Surgeon General http://www.surgeongeneral.gov/library/secondhandsmoke/factsheets/factsheet1.html</p>
sexual abuse	<p>Abuse by a person who coerces a child into sexual activity. Child sexual abuse is not solely restricted to physical contact; such abuse could include noncontact abuse, such as exposure and child pornography.</p> <p>Source: American Psychological Association http://www.apa.org/releases/sexabuse/</p>
sexual harassment	<p>Conduct that is sexual in nature, is unwelcome, and denies or limits a student’s ability to participate in or benefit from a school’s education program.</p> <p>Source: U.S. Department of Education, Office of Civil Rights http://www.ed.gov/about/offices/list/ocr/docs/ocrshpam.html#_t1a</p>
sexuality	<p>The quality of or state of being associated with the sum of the structural, functional, and behavioral characteristics that are involved in reproduction.</p> <p>Source: <i>Merriam-Webster’s Collegiate Dictionary</i> http://www.merriam-webster.com/dictionary/sexuality</p>

Glossary

<p>STIs/STDs</p>	<p>Acronym for <i>sexually transmitted infections/sexually transmitted diseases</i>. Any of various diseases or infections that are usually transmitted by direct sexual contact and that include some (as hepatitis B and AIDS) that may be contracted by other than sexual means.</p> <p>Source: Merriam-Webster's Collegiate Dictionary http://www.merriam-webster.com/dictionary/STD%5B1%5D</p>
<p>six essential nutrients</p>	<p>Carbohydrates, fats, proteins, minerals, vitamins, and water—the chemical elements found in food and required used by the body to perform essential functions.</p> <p>Source: North Carolina Dept. of Agriculture and Consumer Services http://www.agr.state.nc.us/cyber/kidswrld/nutrition/labels.htm</p>
<p>skill-related fitness</p>	<p>Those components of physical fitness that are related to enhanced performance in sports and motor skills—agility, balance, coordination, power, speed, and reaction time.</p> <p>Source: President's Council on Physical Fitness and Sports http://www.fitness.gov/digest_mar2000.htm</p>
<p>social norms</p>	<p>Rules developed by a group of people that specify how people must, should, may, should not, and must not behave in various situations.</p> <p>Source: Sociology Guide http://www.sociologyguide.com/basic-concepts/Social-Norms.php</p>
<p>valid</p>	<p>Well grounded, based on or borne out by truth or fact; free from logical flaws, containing premises from which the conclusion may logically be derived; sound, cogent.</p> <p>Source: American Heritage Dictionary of the English Language http://www.answers.com/topic/valid</p>
<p>validity</p>	<p>The extent to which a measurement is well grounded, based on or borne out by truth or fact, free from logical flaws, contains premises from which the conclusion may logically be derived; sound, cogent.</p> <p>Source: American Heritage Dictionary of the English Language http://www.answers.com/topic/valid</p>

Appendix B

Full Text of the Comprehensive Health Education Act

CHAPTER 32.

COMPREHENSIVE HEALTH EDUCATION PROGRAM

SECTION 59-32-5. Short title.

This may be cited as the "Comprehensive Health Education Act".

SECTION 59-32-10. Definitions.

As used in this chapter:

(1) "Comprehensive health education" means health education in a school setting that is planned and carried out with the purpose of maintaining, reinforcing, or enhancing the health, health-related skills, and health attitudes and practices of children and youth that are conducive to their good health and that promote wellness, health maintenance, and disease prevention. It includes age-appropriate, sequential instruction in health either as part of existing courses or as a special course.

(2) "Reproductive health education" means instruction in human physiology, conception, prenatal care and development, childbirth, and postnatal care, but does not include instruction concerning sexual practices outside marriage or practices unrelated to reproduction except within the context of the risk of disease. Abstinence and the risks associated with sexual activity outside of marriage must be strongly emphasized.

(3) "Family life education" means instruction intended to:

(a) develop an understanding of the physical, mental, emotional, social, economic, and psychological aspects of close personal relationships and an understanding of the physiological, psychological, and cultural foundations of human development;

(b) provide instruction that will support the development of responsible personal values and behavior and aid in establishing a strong family life for themselves in the future and emphasize the responsibilities of marriage.

(c) provide instruction as to the laws of this State relating to the sexual conduct of minors, including criminal sexual conduct.

(4) "Pregnancy prevention education" means instruction intended to:

(a) stress the importance of abstaining from sexual activity until marriage;

(b) help students develop skills to enable them to resist peer pressure and abstain from sexual activity;

(c) explain methods of contraception and the risks and benefits of each method. Abortion must not be included as a method of birth control. Instruction explaining the methods of contraception must not be included in any education program for grades kindergarten through fifth. Contraceptive information must be given in the context of future family planning.

(5) "Local school board" means the governing board of public school districts as well as those of other state-supported institutions which provide educational services to students at the elementary and secondary school level. For purposes of this chapter, programs or services provided by the Department of Health and Environmental Control in educational settings must be approved by the local school board.

(6) "Board" means the State Board of Education.

(7) "Department" means the State Department of Education.

SECTION 59-32-20. Board to provide comprehensive health education instructional unit to local school districts.

Before August 1, 1988, the board, through the department, shall select or develop an instructional unit with separate components addressing the subjects of reproductive health education, family life education, pregnancy prevention education, and sexually transmitted diseases and make the instructional unit available to local school districts. The board, through the department, also shall make available information about other programs developed by other states upon request of a local school district.

SECTION 59-32-30. Local school boards to implement comprehensive health education program; guidelines and restrictions.

(A) Pursuant to guidelines developed by the board, each local school board shall implement the following program of instruction:

(1) Beginning with the 1988-89 school year, for grades kindergarten through five, instruction in comprehensive health education must include the following subjects: community health, consumer health, environmental health, growth and development, nutritional health, personal health, prevention and control of diseases and disorders, safety and accident prevention, substance use and abuse, dental health, and mental and emotional health. Sexually transmitted diseases as defined in the annual Department of Health and Environmental Control List of Reportable Diseases are to be excluded from instruction on the prevention and control of diseases and disorders. At the discretion of the local board, age-appropriate instruction in reproductive health may be included.

(2) Beginning with the 1988-89 school year, for grades six through eight, instruction in comprehensive health must include the following subjects: community health, consumer health, environmental health, growth and development, nutritional health, personal health, prevention and control of diseases and disorders, safety and accident prevention, substance use and abuse, dental health, mental and emotional health, and reproductive health education. Sexually transmitted diseases are to be included as a part of instruction. At the discretion of the local board, instruction in family life education or pregnancy prevention education or both may be included, but instruction in these subjects may not include an explanation of the methods of contraception before the sixth grade.

(3) Beginning with the 1989-90 school year, at least one time during the four years of grades nine through twelve, each student shall receive instruction in comprehensive health education, including at least seven hundred fifty minutes of reproductive health education and pregnancy prevention education.

(4) The South Carolina Educational Television Commission shall work with the department in developing instructional programs and materials that may be available to the school districts. Films and other materials may be designed for the purpose of explaining bodily functions or the human reproductive process. These materials may not contain actual or simulated portrayals of sexual activities or sexual intercourse.

(5) The program of instruction provided for in this section may not include a discussion of alternate sexual lifestyles from heterosexual relationships including, but not limited to, homosexual relationships except in the context of instruction concerning sexually transmitted diseases.

(6) In grades nine through twelve, students must also be given appropriate instruction that adoption is a positive alternative.

(B) Local school boards may use the instructional unit made available by the board pursuant to Section 59-32-20, or local boards may develop or select their own instructional materials addressing the subjects of reproductive health education, family life education, and pregnancy prevention education. To assist in the selection of components and curriculum materials, each local school board shall appoint a thirteen-member local advisory committee consisting of two parents, three clergy, two health professionals, two teachers, two students, one being the president of the student body of a high school, and two other persons not employed by the local school district.

(C) The time required for health instruction for students in kindergarten through eighth grade must not be reduced below the level required during the 1986-87 school year. Health instruction for students in grades nine through twelve may be given either as part of an existing course or as a special course.

(D) No contraceptive device or contraceptive medication may be distributed in or on the school grounds of any public elementary or secondary school. No school district may contract with any contraceptive provider for their distribution in or on the school grounds. Except as to that instruction provided by this chapter relating to complications which may develop from all types of abortions, school districts may not offer programs, instruction, or activities including abortion counseling, information about abortion services, or assist in obtaining abortion, and materials containing this information must not be distributed in schools. Nothing in this section prevents school authorities from referring students to a physician for medical reasons after making reasonable efforts to notify the student's parents or legal guardians or the appropriate court, if applicable.

(E) Any course or instruction in sexually transmitted diseases must be taught within the reproductive health, family life, or pregnancy prevention education components, or it must be presented as a separate component.

(F) Instruction in pregnancy prevention education must be presented separately to male and female students.

SECTION 59-32-40. Staff development.

As part of their program for staff development, the department and local school boards shall provide appropriate staff development activities for educational personnel participating in the comprehensive health education program. Local school boards are encouraged to coordinate the activities with the department and institutions of higher learning.

SECTION 59-32-50. Notice to parents; right to have child exempted from comprehensive health education program classes.

Pursuant to policies and guidelines adopted by the local school board, public school principals shall develop a method of notifying parents of students in the relevant grades of the content of the instructional materials concerning reproductive health, family life, pregnancy prevention, and of their option to exempt their child from this instruction, and sexually transmitted diseases if instruction in the diseases is presented as a separate component. Notice must be provided sufficiently in advance of a student's enrollment in courses using these instructional materials to allow parents and legal guardians the opportunity to preview the materials and exempt their children.

A public school principal, upon receipt of a statement signed by a student's parent or legal guardian stating that participation by the student in the health education program conflicts with the family's beliefs, shall exempt that student from any portion or all of the units on reproductive health, family life, and pregnancy prevention where any conflicts occur. No student must be penalized as a result of an exemption. School districts shall use procedures to ensure that students exempted from the program by their parents or guardians are not embarrassed by the exemption.

SECTION 59-32-60. Department to ensure compliance; annual district report.

The department shall assure district compliance with this chapter. Each local school board shall consider the programs addressed in this chapter in developing its annual district report.

SECTION 59-32-70. Applicability to private schools.

The provisions of this chapter do not apply to private schools.

SECTION 59-32-80. Penalty for teacher's violation of or refusal to comply with chapter.

Any teacher violating the provisions of this chapter or who refuses to comply with the curriculum prescribed by the school board as provided by this chapter is subject to dismissal.

SECTION 59-32-90. Restrictions on use of films, pictures or diagrams.

Films, pictures, or diagrams in any comprehensive health education program in public schools must be designed solely for the purpose of explaining bodily functions or the human reproduction process and may not include actual or simulated portrayals of sexual activities or sexual intercourse.