

## South Carolina Standards for Health and Safety Education

	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<p><b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health (NHES, 2007)</p>	<p><b>D-6.1.1</b> Identify reasons why individuals use and abuse <b>alcohol, tobacco, and other drugs ( ATOD )</b></p> <p><b>D-6.1.2</b> Describe short and long-term effects and consequences of <b>ATOD</b> use, including secondhand smoke</p> <p><b>D-6.1.3</b> Discuss the risks associated with over-the-counter and prescription drugs</p> <p><b>G-6.1.1</b> Explain the family roles, rules, and responsibilities change over time</p> <p><b>G-6.1.2</b> Describe how the endocrine system affects growth and development</p> <p><b>G-6.1.3</b> Identify the structures and functions of the male and female reproductive systems.</p> <p><b>G-6.1.4</b> Explain why <b>abstinence</b> is the most effective means of protecting reproductive health ♦♦</p> <p><b>G-6.1.5</b> Describe the scientific process of fertilization.</p> <p><b>G-6.1.6</b> Describe the signs and symptoms of pregnancy.</p> <p><b>G-6.1.7</b> Identify reproductive problems found in males and females.</p> <p><b>G-6.1.8</b> Define the terms <b>sexually transmitted infections and diseases (STIs/STDs) and human immunodeficiency virus (HIV)</b>.</p> <p><b>G-6.1.9</b>-Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology.</p> <p><b>I-6.1.1</b> Describe ways to reduce and prevent injuries (e.g., helmets, mouth guards, safety equipment, seat belts, water-safety devices).</p> <p><b>I-6.1.2</b> Examine issues surrounding violence and discuss strategies for violence prevention.</p> <p><b>I-6.1.3</b> Describe situations that constitute <b>bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence</b>.</p> <p><b>I-6.1.4</b> Discuss ways sexting violates personal boundaries.</p> <p><b>M-6.1.1</b> Discuss the importance of a positive self-concept.</p>	<p><b>D-7.1.1</b> Compare and contrast drug misuse, drug abuse, and drug dependence.</p> <p><b>D-7.1.2</b> Describe risks associated with alcohol, tobacco, and other drugs (<b>ATOD</b>)-use, abuse, and addiction.</p> <p><b>D-7.1.3</b> Define opioid prescription medication and drugs.</p> <p><b>D-7.1.4</b> Discuss the impact of <b>ATOD</b> use and abuse on individuals, peers, and family members.</p> <p><b>G-7.1.1</b> Explain the structures and functions of the male and female reproductive systems.</p> <p><b>G-7.1.2</b> Describe the advantages of <b>abstinence</b>. ♦♦</p> <p><b>G-7.1.3</b> Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.</p> <p><b>G-7.1.4</b> Describe signs and symptoms and effective treatment of <b>sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS)</b>.</p> <p><b>G-7.1.5</b> Explain effective methods for the prevention of <b>STIs/STDs, HIV, and AIDS</b>.</p> <p><b>G-7.1.6</b> Explain effective methods for <b>the prevention of unintended pregnancy in the context of future family planning</b>. ♦♦</p> <p><b>G-7.1.7</b> Discuss the impact of bullying, cyberbullying, dating violence, domestic violence, sexual harassment, rape, sexual assault, sexual abuse, and consent.</p> <p><b>G-7.1.8</b> Discuss South Carolina laws related to the sexual conduct of minors, including criminal sexual conduct through the use of technology.</p> <p><b>I-7.1.1</b> Explain the consequences of gangs and bullying/cyberbullying.</p>	<p><b>D-8.1.1</b> Discuss the reasons that individuals use and abuse alcohol, tobacco, and other drugs (<b>ATOD</b>).</p> <p><b>D-8.1.2</b> Examine the short and long-term effects and consequences of <b>ATOD</b> use, including the impact on society.</p> <p><b>D-8.1.3</b> Explain ways to access laws relating to <b>ATOD</b> use, possession, and sales.</p> <p><b>G-8.1.1</b> Explain how roles, including rules and responsibilities of the members in a family, change over time (e.g., parental responsibilities when parenting a teenager versus parental responsibilities when parenting an infant).</p> <p><b>G-8.1.2</b> Compare and contrast the structures and functions of the male and female reproductive systems.</p> <p><b>G-8.1.3</b> Describe health issues that can affect male and female reproductive systems.</p> <p><b>G-8.1.4</b> Discuss the advantages of <b>abstinence</b>. ♦♦</p> <p><b>G-8.1.5</b> Describe signs and symptoms and effective treatments of sexually transmitted infections and diseases (<b>STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS)</b>. ♦♦</p> <p><b>G-8.1.6</b> Explain effective methods for the <b>prevention of STIs/STDs, HIV, AIDS, and unintended pregnancy</b>. ♦♦♦</p> <p><b>G-8.1.7</b> Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology.</p> <p><b>G-8.1.8</b> Examine the scientific process of fertilization, prenatal care and development, childbirth, and postnatal care.</p> <p><b>I-8.1.1</b> Identify ways to reduce risk of unintentional and intentional injuries in the home, school, and community.</p>

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♦: Reproductive health instruction is permitted before grade six at the option of local school boards (§59-32-30(A)(1)).

♦♦: 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 (§59-32-30(A)(2)).

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	<p><b>M-6.1.2</b> Define the term resiliency.</p> <p><b>M-6.1.3</b> Examine grief and ways to deal with loss.</p> <p><b>M-6.1.4</b> Review decision-making models.</p> <p><b>M-6.1.5</b> Identify the risk of self-harm.</p> <p><b>N-6.1.1</b> Describe the benefits of healthy eating in relation to disease prevention (e.g., preventing cancer; controlling diabetes; reducing the incidence of heart disease; reducing tooth decay).</p> <p><b>N-6.1.2</b> Define the term disordered eating.</p> <p><b>N-6.1.3</b> Explain how the body uses the six essential nutrients.</p> <p><b>N-6.1.4</b> Differentiate between unhealthy and healthy foods, snacks, and beverages.</p> <p><b>N-6.1.5</b> Investigate the nutrition information on food labels to compare products.</p> <p><b>N-6.1.6</b> Describe the interrelationship among diet, physical activity level, and body weight.</p> <p><b>N-6.1.7</b> Examine food intake and physical activity in relation to the current federal Dietary Guidelines for Americans.</p> <p><b>P-6.1.1</b> Compare strategies for reducing risks of chronic and communicable diseases.</p> <p><b>P-6.1.2</b> Give examples of personal hygiene practices (e.g., bathing; using deodorant; brushing and flossing teeth; grooming hair).</p> <p><b>P-6.1.3</b> Describe ways a dentist helps to keep teeth and gums healthy.</p> <p><b>P-6.1.4</b> Define what it means to be a blood donor.</p>	<p><b>I-7.1.2</b> Illustrate emergency situations (e.g., choking, drowning, poisoning) and safe methods of responding to them (e.g., cardiopulmonary resuscitation (CPR) and universal precautions).</p> <p><b>M-7.1.1</b> Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p><b>N-7.1.1</b> Explain reasons why a person should follow the current federal Dietary Guidelines for Americans.</p> <p><b>N-7.1.2</b> Analyze the benefits of healthy eating in relation to disease prevention.</p> <p><b>N-7.1.3</b> Identify signs and symptoms of disordered eating.</p> <p><b>N-7.1.4</b> Define hydration and explain its benefits during physical activity.</p> <p><b>N-7.1.5</b> Explain the benefits of engaging in moderate to vigorous physical activity daily.</p> <p><b>N-7.1.6</b> Analyze the relationship between healthy foods and beverages, calories, and physical activity.</p> <p><b>N-7.1.7</b> Explain safe food handling and preparation.</p> <p><b>P-7.1.1</b> Identify strategies to prevent or lessen common adolescent health issues (e.g., acne, disordered eating, inactivity).</p> <p><b>P-7.1.2</b> Explain how oral health problems can affect overall health.</p> <p><b>P-7.1.3</b> Determine ways that hereditary and environmental factors affect personal health.</p>	<p><b>I-8.1.2</b> Research the impact of gang activity on individuals, peers, family, school, and the community. <b>I-8.1.3</b> Define <b>human trafficking</b>.</p> <p><b>M-8.1.1</b> Examine factors that contribute to a positive self-concept.</p> <p><b>M-8.1.2</b> Discuss the interrelationship among mental, emotional, social, and physical health during adolescence.</p> <p><b>M-8.1.3</b> Describe the characteristics of resiliency.</p> <p><b>M-8.1.4</b> Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p><b>N-8.1.1</b> Examine the benefits of choosing healthy foods while following the current federal Dietary Guidelines for Americans.</p> <p><b>N-8.1.2</b> Discuss ways that disordered eating impacts an individual's health, including oral health.</p> <p><b>N-8.1.3</b> Explain the mental, social and physical benefits of moderate to vigorous physical activity.</p> <p><b>P-8.1.1</b> Explain the components of personal wellness.</p> <p><b>P-8.1.2</b> Discuss how heredity, lifestyle, behaviors, environment, and medical care influence an individual's health.</p> <p><b>P-8.1.3</b> Research ways in which organ, tissue, and blood donations enhance health promotion.</p>

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<p><b>Standard 2</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors (NHES, 2007)</p>	<p><b>D-6.2.1</b> Analyze the influence of family and peers on a person's <b>ATOD</b> use.  <b>G-6.2.1</b> Describe the influence of families and peers on a person's body image.  <b>I-6.2.1</b> Give examples of the threat of gangs or other violent behaviors to personal safety.  <b>M-6.2.1</b> Compare ways that family and peers influence the mental, emotional, and social health of adolescents.  <b>M-6.2.2</b> Examine the interrelationship among mental, emotional, social, and physical health in adolescence.  <b>P-6.2.1</b> Compare ways that peers and the media influence healthy and unhealthy behaviors.</p>	<p><b>D-7.2.1</b> Analyze the influence of culture and the media on <b>ATOD</b> use and nonuse  <b>N-7.2.1</b> Analyze ways that culture and the media influence an individual's food choices and physical activity.  <b>N-7.2.2</b> Examine the influence of <b>screen time</b> on the physical activity levels of adolescents.  <b>P-7.2.1</b> Explain ways that personal perceptions of <b>social norms</b> influence healthy and unhealthy behaviors.  <b>P-7.2.2</b> Analyze ways that environmental conditions affect personal and <b>community health</b>.</p>	<p><b>D-8.2.1</b> Discuss the influence of family, peers, culture, and the media on an individual's opioid use, abuse, and dependence.  <b>D-8.2.2</b> Evaluate the influence of family, peers, culture, and the media on an individual's <b>ATOD</b> use.  <b>G-8.2.1</b> Explain ways that culture and the media influence families and relationships.  <b>G-8.2.2</b> Discuss the influence of family, peers, culture, and the media on personal decisions about sexual behavior.  <b>I-8.2.1</b> Explain the effect of gangs on personal safety in the community.  <b>I-8.2.2</b> Discuss the risk factors, prevention, and support for someone who is involved in <b>human trafficking</b>.  <b>M-8.2.1</b> Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.  <b>M-8.2.2</b> Evaluate how external influences affect feelings of <b>depression</b>, as well as the risk of self-harm and suicide.  <b>M-8.2.3</b> Explain ways that the media influences an individual's body image.  <b>N-8.2.1</b> Describe ways that personal economics and geographic location influence food choices and availability.  <b>N-8.2.2</b> Discuss the influence of the environment on a person's physical activity.  <b>P-8.2.1</b> Discuss the ways that <b>social norms</b> influence healthy and unhealthy decisions and behaviors.</p>

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<p><b>Standard 3</b> “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007).</p>	<p><b>D-6.3.1</b> Discuss how to identify sources of help for someone who abuses <b>ATOD</b> .</p> <p><b>G-6.3.1</b> Demonstrate the ability to access appropriate resources for dealing with bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.</p> <p><b>M-6.3.1</b> Demonstrate the ability to locate appropriate health information and services for dealing with mental health issues within the community.</p> <p><b>N-6.3.1</b> Access valid information on healthy eating and physical activity.</p> <p><b>P-6.3.1</b> Discuss how to determine whether health information, products, and services are valid.</p>	<p><b>D-7.3.1</b> Access valid resources for <b>ATOD</b>-related problems.</p> <p><b>G-7-3.1</b> Demonstrate the ability to access valid information and resources related to reproductive health and <b>STIs/STDs, HIV, and AIDS</b>.</p> <p><b>G-7-3.2</b> Locate valid information and resources related to dating violence, sexual harassment, sexual abuse, and sexual assault.</p> <p><b>I-7.3.1</b> Demonstrate the ability to utilize resources at home and in the school and community that provide valid safety information and services.</p> <p><b>M-7.3.1</b> Identify situations that may require professional mental, emotional, and social health services.</p>	<p><b>G-8.3.1</b> Evaluate the availability of valid information, community resources, and testing locations related to reproductive health and <b>STIs/STDs</b>.</p> <p><b>G-8.3.2</b> Access valid information and resources related to bullying, cyberbullying, dating violence, sexual harassment, sexual abuse, and sexual assault.</p> <p><b>M-8.3.1</b> Locate valid health information, products, and services.</p>
<p><b>Standard 4</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks (NHES, 2007).</p>	<p><b>D-6.4.1</b> Utilize refusal skills to avoid <b>ATOD</b> use and to reduce risk behaviors.</p> <p><b>D-6.4.2</b> Determine how to lessen the likelihood of being involved in risk behaviors.</p> <p><b>G-6.4.1</b> Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.</p> <p><b>G-6.4.2</b> Demonstrate ways to communicate with parents, family members, or other safe adults about <b>bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, sexual abuse, sexual assault, domestic violence, and dating violence</b>.</p> <p><b>I-6.4.1</b> Explain that no one has the right to touch anyone else in a sexual or physical manner if they do not want to be touched.</p> <p><b>M-6.4.1</b> Discuss healthy ways to express feelings and relieve stress.</p> <p><b>M-6.4.2</b> Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p>	<p><b>G-7.4.1</b> Demonstrate communication and refusal skills to promote empathy, <b>abstinence</b>, and healthy relationships and to avoid <b>risk behaviors</b>. ♦♦</p> <p><b>I-7.4.1</b> Analyze effective conflict management or resolution strategies.</p> <p><b>I-7.4.2</b> Demonstrate communication and <b>refusal skills</b> to promote boundary setting when using technology (e.g., social media, <b>sexting</b>).</p> <p><b>M-7.4.1</b> Explain how talking about feelings and emotions promotes mental health.</p> <p><b>M-7.4.2</b> Describe ways to treat self and others with dignity and respect.</p> <p><b>M-7.4.3</b> Describe ways to respond when someone is being bullied or harassed.</p> <p><b>M-7.4.4</b> Demonstrate communication skills that foster healthy relationships.</p> <p><b>P-7.4.1</b> Demonstrate how to ask for assistance to enhance the health of self and others.*</p>	<p><b>G-8.4.1</b> Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships</p> <p><b>G-8.4.2</b> Utilize communication and refusal skills to promote sexual <b>abstinence</b> and to avoid <b>risk behaviors</b>.♦♦</p> <p><b>G-8.4.3</b> Compare and contrast ways to communicate with parents, family members, and other safe adults about reproductive health and responsible behaviors.</p> <p><b>I-8.4.1</b> Apply refusal and negotiation skills to reduce the risk of injury and promote personal safety.</p> <p><b>M-8.4.1</b> Demonstrate communication skills that foster healthy relationships.</p> <p><b>N-8.4.1</b> Explain to others the importance of variety and moderation in food selection and consumption with emphasis on healthy foods and beverages.</p>

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<p><b>Standard 5</b> Students will demonstrate the ability to use decision-making skills to enhance health (NHES, 2007).</p>	<p><b>G-6.5.1</b> Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and <b>abstinence</b>. ♦♦</p> <p><b>G-6.5.2</b> Identify steps in a decision-making process that promotes <b>abstinence</b> and avoids <b>risk behaviors</b>. ♦♦</p> <p><b>I-6.5.1</b> Describe the advantages and disadvantages of communicating using technology and social media, including the use of the internet.</p> <p><b>M-6.5.1</b> Discuss when it is important to seek information, support, and assistance regarding mental, emotional, and social health.</p> <p><b>P-6.5.1</b> Identify circumstances that can help or hinder healthy decision-making.*</p>	<p><b>D-7.5.1</b> Apply a decision-making process to issues dealing with <b>ATOD</b>.</p> <p><b>D-7.5.2</b> Explain ways a person’s decisions about <b>ATOD</b> affect relationships with family members and peers.</p> <p><b>G-7.5.1</b> Apply a decision-making process to promote <b>abstinence</b> and to avoid <b>risk behaviors</b>. ♦♦</p> <p><b>I-7.5.1</b> Develop a plan for the safe use of technology, including social media and texting.</p> <p><b>N-7.5.1</b> Compare food choices from a variety of sources, including restaurants and food at home, to the current federal Dietary Guidelines for Americans.</p>	<p><b>D-8.5.1</b> Examine ways that a person’s decisions about <b>ATOD</b> affect his or her family and peers, as well as society</p> <p><b>D-8.5.2</b> Explain when and how to ask for assistance in dealing with <b>ATOD</b> abuse with family members.</p> <p><b>G-8.5.1</b> Apply a decision-making process to promote <b>abstinence</b> and to avoid risk behaviors, including the use of the internet.</p> <p><b>I-8.5.1</b> Apply a decision-making process to deal with situations involving personal safety and risk when using technology, including the internet, social media, texting, and sexting.</p>
<p><b>Standard 6</b> Students will demonstrate the ability to use goal-setting skills to enhance health (NHES, 2007).</p>	<p><b>D-6.6.1</b> State a specific, measurable, attainable, realistic, and timely (<b>SMART</b>) goal to avoid <b>ATOD</b> use.</p> <p><b>P-6.6.1</b> Set a <b>SMART</b> goal to develop and implement a personal health and wellness plan (e.g., eating healthy foods; meeting specific goals related to oral health; getting physical activity; sleeping 8–10 hours nightly).</p>	<p><b>N-7.6.1</b> Set a specific, measurable, attainable, realistic, and timely (<b>SMART</b>) goal to achieve a balanced nutrition plan.</p> <p><b>N-7.6.2</b> Create a <b>SMART</b> goal to increase physical activity by monitoring the progress of that goal and making the necessary adjustments to reach it.</p> <p><b>P-7.6.1</b> Explain ways that health goals can vary with changing abilities, priorities, and responsibilities.</p> <p><b>P-7.6.2</b> Develop a <b>SMART</b> goal to adopt, maintain, or improve a personal health practice (e.g., avoid <b>ATOD</b>; promote safety; brush and floss teeth).</p>	<p><b>G-8.6.1</b> Set a personal <b>specific, measurable, attainable, realistic, and timely (SMART) goal to protect oneself from STIs/STDs, HIV, and AIDS.</b></p> <p><b>G-8.6.2</b> Explain effective methods for the <b>prevention of unintended pregnancy in the context of future family planning</b>. ♦♦</p> <p><b>M-8.6.1</b> Implement a stress-management plan.</p> <p><b>N-8.6.1</b> Create a personal <b>SMART</b> goal to achieve a balanced nutrition plan, monitor the progress of that goal, and make the necessary adjustments to reach it.</p> <p><b>N-8.6.2</b> Develop and implement a plan to increase physical activity.</p> <p><b>N-8.6.3</b> Develop and implement a personal balanced nutritional plan that benefits oral health as well as overall health.</p>

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## South Carolina Standards for Health and Safety Education

	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	
<p><b>Standard 7</b> “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007).</p>	<p><b>D-6.7.-1</b> Demonstrate ways to avoid potentially harmful situations involving <b>ATOD</b> use.</p> <p><b>D-6.7.2</b> Demonstrate ways <b>ATOD</b> contributes to harmful situations and behaviors to reduce risk and decrease the chance of being affected.</p> <p><b>6-7.1</b> Identify coping strategies to address the physical, emotional, and social changes that occur during adolescence.</p> <p><b>G-6.7.2</b> Describe appropriate steps a person should take if they become the victim of sexual harassment, sexual abuse, or sexual assault.</p> <p><b>G-6.7.3</b> Describe options that exist for a survivor of bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence (e.g., community resources, hotlines, school counselors, teachers, law enforcement, clergy).</p> <p><b>I-6.7.1</b> Demonstrate behaviors and strategies to manage anger and conflict in healthy ways.</p> <p><b>I-6.7.2</b> Discuss ways to avoid or reduce threatening situations.</p>	<p><b>I-6.7.3</b> Discuss protective strategies to reduce the risk of violence in a person’s home, school, and community.</p> <p><b>M-6.7.1</b> Discuss strategies to maintain or improve mental, emotional, and social health.</p> <p><b>M-6.7.2</b> Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p><b>M-6.7.3</b> Analyze the ways in which friends, family, media, society, and culture can influence relationships.</p> <p><b>N-6.7.1</b> Construct a nutrition plan that meets the current federal Dietary Guidelines for Americans, with an emphasis on healthy foods and beverages.</p> <p><b>N-6.7.2</b> Create and implement a plan to engage in moderate to vigorous daily physical activity.</p> <p><b>P-6.7.1</b> Explain the importance of assuming responsibility for personal health behaviors. *</p> <p><b>P-6.7.2</b> Construct a plan to reduce environmental health risks in the school or community.</p>	<p><b>D-7.7.1</b> Discuss guidelines for using prescription and over-the-counter (OTC) drugs properly</p> <p><b>I-7.7.1</b> Develop injury prevention and treatment strategies for personal and family health.</p> <p><b>M-7.7.1</b> Discuss coping strategies for managing stress, anger, and other feelings, including depression, and thoughts of self-harm or suicide.</p> <p><b>M-7.7.2</b> Analyze the similarities and differences between friendships and romantic relationships.*</p> <p><b>M-7.7.3</b> Describe a range of ways people express affection within various types of relationships.*</p> <p><b>M-7.7.4</b> Describe the potential impacts of power differences such as age, status, or position within relationships.</p> <p><b>M-7.7.5</b> Discuss strategies for dealing with harmful behaviors in relationships, including dating violence.</p> <p><b>N-7.7.1</b> Explain the relationship between food selection and oral health.</p> <p><b>P-7.7.1</b> Describe strategies to detect and treat common health problems.</p>	<p><b>G-8.7.1</b> Explain how to effectively support a person who has been a victim of sexual assault, sexual abuse, rape, domestic violence, or dating violence.</p> <p><b>I-8.7.1</b> Demonstrate behaviors and strategies to manage conflict in healthy ways.</p> <p><b>I-8.7.2</b> Plan protective strategies to reduce the risk of violence in the home, school, and community.</p> <p><b>M-8.7.1</b> Implement strategies to maintain or improve mental, emotional, and social health.</p> <p><b>M-8.7.2</b> Demonstrate effective skills to negotiate agreements about the use of technology in relationships.</p> <p><b>M-8.7.3</b> Discuss coping strategies to increase resiliency.</p> <p><b>M-8.7.4</b> Describe the potential impacts of power differences such as age, status, or position within relationships.</p> <p><b>N-8.7.1</b> Articulate the importance of assuming personal responsibility for consuming healthy foods and beverages, and engaging in physical activity.</p> <p><b>P-8.7.1</b> Explain behaviors that may lead to the spread of communicable diseases.</p> <p><b>P-8.7.2</b> List actions to include in an oral health plan (e.g., floss, receive regular dental cleanings, brush twice a day).</p>

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 National Health and Safety Performance Standards (NRC, 2011)

◆: Reproductive health instruction is permitted before grade six at the option of local school boards (§59-32-30(A)(1)).

◆◆: 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 (§59-32-30(A)(2)).

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	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<p><b>Standard 8</b> Students will demonstrate the ability to advocate for personal, family, and community health (NHES, 2007).</p>	<p><b>D-6.8.1</b> Describe ways to advocate to others the benefits of not using <b>ATOD</b>.</p> <p><b>I-6.8.1</b> Describe ways to advocate for a safe school environment.</p> <p><b>I-6.8.2</b> List ways to intervene in situations where unsafe behaviors are taking place.</p> <p><b>N-6.8.1</b> Examine ways to encourage family and peers to choose healthy foods from local producers and increase their physical activity.</p> <p><b>P-6.8.1</b> State a health-enhancing position on a health-related topic and support it with accurate information.</p>	<p><b>D-7.8.1</b> Demonstrate ways to advocate remaining drug-free.</p> <p><b>M-7.8.1</b> Demonstrate ways to advocate for safe environments that encourage respectful treatment of self and others.</p> <p><b>N-7.8.1</b> Demonstrate ways to advocate the benefits of choosing healthy foods and beverages and increasing one's physical activity.</p> <p><b>P-7.8.1</b> Advocate for a healthy school, community, and natural environment.</p> <p><b>P-7.8.2</b> Identify the ways in which blood and tissue donations are related to health promotion.</p>	<p><b>D-8.8.1</b> Advocate for positive alternatives to <b>ATOD</b> use.</p> <p><b>I-8.8.1</b> Encourage others to provide active bystander-interventions when others are at risk.</p> <p><b>N-8.8.1</b> Implement an advocacy plan to promote healthy food and beverage choices, and physical activity in the community.</p> <p><b>P-8.8.1</b> Demonstrate ways to encourage others to avoid risk behaviors.</p> <p><b>P-8.8.2</b> Demonstrate ways to advocate for a healthy environment.</p>

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