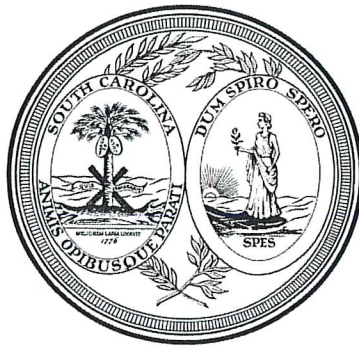


South Carolina Standards for Health and Safety Education



South Carolina Department of Education Columbia, South Carolina 2017

State Board of Education Approved – First Reading on June 13, 2017
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South Carolina Standards for Health and Safety Education

High School

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health (NHES, 2007)

- D-HS.1.1 Discuss the benefits of avoiding alcohol, tobacco, and other drugs (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.
- G-HS.1.1 Describe physical, social, and emotional changes that occur during adolescence.
- G-HS.1.2 Examine health behaviors that are specifically related to the male and female reproductive systems (e.g., self-examination).
- G-HS.1.3 Describe the benefits of **abstinence**.++
- G-HS.1.4 Identify the benefits, effectiveness, risks, and **methods of pregnancy prevention**.++
- G-HS.1.5 Explain signs, symptoms, methods of treatment, and prevention of **sexually transmitted infections and diseases (STIs/STDs)**, human immunodeficiency virus (HIV), and **acquired immunodeficiency disease (AIDS)**.
- G-HS.1.6 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.
- G-HS.1.7 Discuss responsible **prenatal, perinatal, and postnatal care**.
- G-HS.1.8 Identify the benefits of adoption.
- I-HS.1.1 List common **first aid** procedures for a given scenario (e.g., cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), sexing).
- I-HS.1.2 Describe laws and regulations related to safety and personal injury (e.g., **bullying, cyberbullying, dating violence, gang activity, distracted driving, social media**, sexting).
- I-HS.1.3 Discuss South Carolina laws relating to the sexual conduct of minors, including **consent**, criminal sexual conduct, and **human trafficking**.
- I-HS.1.4 Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways (e.g., **distracted driving**).
- M-HS.1.1 Define the term **crisis**, including the stages of loss and grief, signs and risks of **depression** and anxiety, self-destructive behaviors, and suicide.
- M-HS.1.2 Identify **resiliency**, including stress-reduction skills and positive **coping strategies**.
- N-HS.1.1 Explain how the current federal Dietary Guidelines for Americans are useful in planning a menu of **healthy foods** and beverages.
- N-HS.1.2 Explain the benefits of practicing a moderate to active lifestyle.
- N-HS.1.3 Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.
- P-HS.1.1 Differentiate between health promotion and **risk behaviors**.
- P-HS.1.2 Interpret personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.
- P-HS.1.3 Examine strategies for the prevention and treatment of chronic and **communicable diseases**.
- P-HS.1.4 Explain ways that the environment and personal health are interrelated.

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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<p>Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors (NHES, 2007)</p>	<p>D-HS 2.1 Discuss the laws related to ATOD that can affect the ability to give or perceive the provision of consent to sexual activities. Evaluate personal, family, economic, legal, and societal issues that influence ATOD use, including motor vehicle accidents. Examine ways that media messages and marketing techniques influence the use of ATOD, including e-cigarettes.</p> <p>G-HS 2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.</p> <p>G-HS 2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.</p> <p>G-HS 2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.</p> <p>G-HS 2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.</p> <p>G-HS 2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.</p> <p>G-HS 2.6 Examine the laws related to sexting.</p> <p>G-HS 2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.</p> <p>I-HS 2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).</p> <p>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, including distracted driving.</p> <p>M-HS 2.1 Categorize ways that family, peers, culture, and the media influence the mental, emotional, and social health of individuals (e.g., anxiety, depression, and suicidal behavior).</p> <p>M-HS 2.2 Analyze how resiliency impacts depression, anxiety, suicidal behavior, and crises.</p> <p>M-HS 2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.</p> <p>N-HS 2.1 Analyze ways that emotions and feelings influence food choices, eating behaviors, and physical activities of individuals.</p> <p>N-HS 2.2 Examine ways that the media, and advertising and marketing practices affect food choices, eating behaviors, and physical activity levels of individuals.</p> <p>N-HS 2.3 Debate the influence of school policies on food choices, eating behaviors and physical activities. Investigate ways that unhealthy eating behaviors and an inactive lifestyle contribute to chronic disease.</p> <p>P-HS 2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.</p> <p>P-HS 2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.</p> <p>P-HS 2.3 Explore ways that environmental factors can affect the health of the community.</p> <p>P-HS 2.4 Investigate ways that research and medical care influence the prevention and treatment of health problems.</p> <p>P-HS 2.5 Compare the connection between personal health and access to healthcare, including oral health care.</p> <p>P-HS 2.6 Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.</p>
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Standard 3 “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007).	<p>D-HS 3.1 Access valid information and resources to assist in dealing with ATOD issues for self and others.</p> <p>G-HS 3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).</p> <p>G-HS 3.2 Research local resources to help a survivor recover from sexual violence or abuse.</p> <p>G-HS 3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.</p> <p>M-HS 3.1 Access valid mental, emotional, and social health information and services for self and others.</p> <p>M-HS 3.2 Explore valid resources for crisis-management and resiliency, including suicide intervention and prevention for self and others (e.g., hotlines, therapists), f</p> <p>N-HS 3.1 Research valid information to explore local access to healthy foods.</p> <p>N-HS 3.2 Explain valid information and local options regarding physical activity.</p> <p>N-HS 3.3 Access community programs and services that help others gain access to affordable healthy foods.</p> <p>P-HS 3.1 Access local health care services, including oral health.</p>
Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks (NHES, 2007).	<p>G-HS 4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.</p> <p>G-HS 4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.</p> <p>G-HS 4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.</p> <p>I-HS 4.1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).</p> <p>M-HS 4.1 Articulate ways to communicate care, consideration, and respect for self and others.</p> <p>M-HS 4.2 Model skills for assisting someone who is in crisis or is exhibiting suicidal attitudes or behaviors.</p> <p>M-HS 4.3 Discuss scenarios that demonstrate resiliency.</p> <p>P-HS 4.1 Consider ways to seek assistance for enhancing personal health and offering assistance to enhance the health of others.</p>
Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health (NHES, 2007).	<p>D-HS 5.1 Explain ways that ATOD affects an individual’s thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).</p> <p>G-HS 5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.</p> <p>M-HS 5.1 Recognize the warning signs of anxiety, depression, and suicidal behavior.</p> <p>M-HS 5.2 Discuss situations that may require professional mental, emotional, and social health services.</p> <p>N-HS 5.1 Utilize the current federal Dietary Guidelines for Americans to compare and contrast food choices on a variety of menus.</p> <p>P-HS 5.1 Recognize barriers to healthy decision-making.</p> <p>P-HS 5.2 Justify when individual or collaborative decision-making is appropriate.*</p> <p>P-HS 5.3 Integrate knowledge of body structure and function to make sound decisions related to personal and community health (e.g., disease prevention, injury prevention, oral health, organ and tissue donation).</p>

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Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health (NHES, 2007).	<p>D-HS 6.1 Predict ways that short and long-term goals can be affected by ATOD use.</p> <p>G-HS 6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.</p> <p>G-HS 6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.</p> <p>I-HS 6.1 Develop coping strategies to avoid, manage, and minimize participation in violent activities, including gang involvement.</p> <p>M-HS 6.1 Review resiliency and develop a personal plan to increase or maintain one's personal resiliency.</p> <p>N-HS 6.1 Set a SMART goal to achieve a healthy eating plan by limiting sugar, fat, and salt consumption.</p> <p>N-HS 6.2 Set a SMART goal to attain the federally recommended levels of physical activity and physical fitness for Americans.</p> <p>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.</p>
Standard 7 "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007).	<p>D-HS 7.1 Practice strategies for dealing with family, peer, and cultural pressure regarding ATOD (e.g., opioid, prescription drugs, heroin).</p> <p>G-HS 7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.</p> <p>I-HS 7.1 Perform appropriate first aid and other emergency procedures for a given scenario (e.g., CPR, AED).</p> <p>M-HS 7.1 Implement a plan to increase personal resiliency.</p> <p>M-HS 7.2 Demonstrate strategies to develop and maintain a positive self-image.</p> <p>M-HS 7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).</p> <p>M-HS 7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.</p> <p>N-HS 7.1 Implement a wellness plan that meets the current federal Dietary Guidelines for Americans and the federal physical activity guidelines for Americans.</p> <p>N-HS 7.2 Examine the relationship between personal nutritional intake and overall physical, oral, and mental health.</p> <p>N-HS 7.3 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.</p>
Standard 8 Students will demonstrate the ability to P-advocate for personal, family, and community health (NHES, 2007).	<p>D-HS 8.1 Encourage positive alternatives to ATOD use.</p> <p>D-HS 8.2 Promote intervention and outreach for those dealing with ATOD use or abuse (e.g., peers, family members).</p> <p>G-HS 8.2 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.</p> <p>I-HS 8.1 Advocate for disaster preparedness in the home, school, and community.</p> <p>I-HS 8.2 Advocate for safe environments that encourage dignified and respectful treatment of everyone.</p> <p>M-HS 8.1 Promote intervention and outreach for others dealing with unhealthy relationships.</p> <p>M-HS 8.2 Promote intervention and outreach for those dealing with suicidal intentions or behavioral health problems (e.g., peers, family members).</p> <p>N-HS 8.1 Encourage others to choose healthy foods.</p> <p>N-HS 8.2 Advocate for self and others to increase their level of physical activity.</p> <p>P-HS 8.1 Advocate for the promotion and protection of a healthy and safe environment, including community, personal, and family environments.</p> <p>P-HS 8.2 Explain ways that peers, family, and community can participate in organ and tissue donations.</p>

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Appendix B: Glossary

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abstinence	The act or practice of abstaining; the act or practice of refraining from indulgences, drinking alcoholic beverages or engaging in sexual activity (Merriam-Webster, n.d.a)
active bystander	Someone who not only witnesses a situation, but takes steps to speak up or step in to keep a situation from escalating or to disrupt a problematic situation (Loyola-Coordinated Community Response Team, n.d.).
addiction	Addiction is defined as a chronic, relapsing brain disease that is characterized by compulsive drug seeking and use, despite harmful consequences. It is considered a brain disease because drugs change the brain; they change its structure and how it works. These brain changes can be long lasting and can lead to many harmful, often self-destructive, behaviors (National Institute on Drug Abuse [NIH], n.d.a).
AIDS	Acronym for acquired immunodeficiency syndrome, 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 (Center for Disease Control and Prevention [CDC], 2017).
ATOD	Acronym for alcohol, tobacco, and other drugs (Substance Abuse and Mental Health Services Administration [SAMHSA], 2015).
ATOD dependence	A state in which an organism functions normally only in the presence of a drug (particularly alcohol, tobacco, and other drugs), manifested as a physical disturbance when the drug is removed (withdrawal) (NIH, n.d.b).
blood donor	A person who gives blood for use in transfusion (Merriam-Webster, n.d.b)
boundaries	The physical, emotional and mental limits we establish to protect ourselves from being manipulated, used, or violated by others. They allow us to separate who we are, and what we think and feel, from the thoughts and feelings of others (Heford, n.d.).
bullying	Unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time (e.g. physical strength, access to embarrassing information, popularity, etc.) (U.S. Department of Health & Human Services [HHS], 2012a).
bystander	A person who is present at an event or incident but does not take part (Oxford Dictionary, n.d.a).
calories	The units of energy that measure how much energy food provides to the body. The body needs calories to function properly (Gavin, 2014).
communicable diseases	An illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host (CDC, 2010).

community health	Community health tends to emphasize on geographic areas instead of people who demonstrate shared or similar characteristics. Individuals who are part of a community health setting strive to implement programs that focus on the promotion of healthy living and prevention of diseases. Their emphasis is primarily on reaching out to specific populations within a community through efforts such as counseling, education and events (Reference.com, n.d.).
community helpers	A community helper can be defined as any person who helps with [public] health and overall well-being (dentists, doctors, construction workers, grocery store workers, etc) (Linde, n.d.).
coping strategies	Methods of dealing with internal or external demands that are perceived to be threatening or overwhelming (American Psychological Association [APA], n.d.a).
consent	Voluntary, positive agreement between the participants to engage in specific sexual activity. Verbal communication prior to engaging in sex helps to clarify consent (Northwestern-Student Affairs, n.d.).
CPR/AED	CPR (Cardiopulmonary Resuscitation) It is an emergency lifesaving procedure that is done when someone's breathing or heartbeat has stopped. This may happen after an electric shock, heart attack or drowning. CPR combines rescue breathing and chest compressions (U.S. National Library of Medicine [NLM], n.d.). AED (Automatic External Defibrillator) A portable electronic device which is used to monitor cardiac rhythm, diagnose life threatening arrhythmias and automatically defibrillate by placing the pads directly on the patient's unclothed chest (The Free Dictionary, n.d.a).
crisis	An emotionally significant event or radical change of status in a person's life (Merriam-Webster, n.d.c).
cyberbullying	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 (HHS, 2012b).
dating violence	The physical, sexual, psychological, or emotional violence within a dating relationship, including stalking. It can occur in person or electronically and might occur between a current or former dating partner (United States Centers for Disease Control and Prevention [CDC], 2016a).
depression	Depression is characterized by persistent sadness and sometimes irritability (particularly in children) and is one of the leading causes of disease or injury worldwide for both men and women (CDC, 2016b).
disordered eating	Disordered eating is a disturbed and unhealthy eating pattern that can include restrictive dieting, compulsive eating or skipping meals. Disordered eating can include behaviours which reflect many but not all of the symptoms of feeding and eating disorders such as Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder, Other Specified Feeding and Eating Disorders (OSFED) or Avoidant/Restrictive Food Intake Disorder (ARFID) (National Eating Disorders Collaboration [NEDC], 2017).

distracted driving	Distracted driving is driving while doing another activity that takes your attention away from driving. Distracted driving activities include things like using a cell phone, texting, and eating (CDC, 2016c).
domestic violence	The willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior as part of a systematic pattern of power and control perpetrated by a current or former intimate partner against another (National Coalition Against Domestic Violence [NCADV], n.d.).
drug	A medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body (Oxford Dictionary, n.d.b).
emotional health	Emotional health is about being happy, self-confident, self-aware, and resilient. People who are emotionally healthy are able to cope with life's challenges and recover from setbacks (Helpguide.org, n.d.).
empathy	The ability to identify with or understand the perspective, experiences, or motivations of another individual and to comprehend and share another individual's emotional state (The Free Dictionary, n.d.b).
endocrine system	The endocrine system is the collection of glands that produce hormones that regulate metabolism, growth and development, tissue function, sexual function, reproduction, sleep, and mood, among other things. The endocrine system is made up of the pituitary gland, thyroid gland, parathyroid glands, adrenal glands, pancreas, ovaries (in females) and testicles (in males) (Zimmermann, 2016).
environment	The air, water, and land in or on which people, animals, and plants live; the conditions that people live or work in and the way that they influence how people feel or how effectively people can work (Cambridge Dictionary, n.d.).
environmental health	External physical, biological, social, and cultural factors that can influence health status in populations (A Dictionary of Epidemiology, n.d.).
evidence-based programs	Programs or interventions supported by credible scientific studies that find associated decreases in risk behaviors (e.g., delay in alcohol use, increase consumption of fruits and vegetables, delay in sexual initiation, or increase in condom-use) or adverse health outcomes (e.g., violence, alcohol-related motor vehicle accidents, HIV or other STD transmission) (CDC, 2012).
feeling	An awareness [of the human] body of something in it or on it; an emotional state or reaction; thoughts of wanting to help someone who is sick, hungry, in trouble, etc. (Merriam-Webster, n.d.d).
first aid	First-aid refers to medical attention that is usually administered immediately after the injury occurs and at the location where it occurred. It often consists of a one-time, short-term treatment and requires little technology or training to administer. First-aid can include cleaning minor cuts, scrapes, or scratches; treating a minor burn; applying bandages and dressings; the use of non-prescription medicine; draining blisters; removing debris from the eyes; massage; and drinking fluids to relieve heat stress (United States Occupational Safety and Health Administration [OSHA], n.d.).

food label	A panel found on a package of food which contains a variety of information about the nutritional value of the food item. There are many pieces of information which are standard on most food labels, including serving size, number of calories, grams of fat, included nutrients, and a list of ingredients. This information helps people who are trying to restrict their intake of fat, sodium, sugar, or other ingredients, or those individuals who are trying to get enough of the healthy nutrients such as calcium or Vitamin C. The label provides each item with its approximate percent daily value, generally based on a 2,000 calorie diet (Business Dictionary, n.d.).
gateway drug	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 (Merriam-Webster, n.d.e).
germ	A very small living thing that causes disease; the origin or basis of something; a very small amount of something (Merriam-Webster, n.d.f).
health (personal)	Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (World Health Organization [WHO], 1946).
health behaviors	Any activity undertaken for the purpose of preventing or detecting disease or for improving health and well-being (Conner, 2002).
health check-ups	A thorough physical examination; includes a variety of tests depending on the age and sex and health of the person (The Free Dictionary, n.d.c).
health risks	A disease precursor associated with a higher than average morbidity or mortality rate. Disease precursors include demographic variables, certain individual behaviors, familial and individual histories, and certain physiological changes (Mosby's Medical Dictionary, 2009).
health foods	Any natural food popularly believed to promote or sustain good health, as by containing vital nutrients, being grown without the use of pesticides, or having a low sodium or fat content (Dictionary.com, n.d.a).
health-related fitness	The 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 (CDC, n.d.a).
HIV	HIV is a sexually transmitted infection. It can also be spread by contact with infected blood or from mother to child during pregnancy, childbirth or breast-feeding (Mayo Clinic Staff, 2015).
hormones	Hormones are special chemical messengers in the body that are created in the endocrine glands. These messengers control most major bodily functions, from simple basic needs like hunger to complex systems like reproduction, and even the emotions and mood (Hormone Health Network, n.d.).
human trafficking	Human trafficking is a modern-day form of slavery and involves the use of force, fraud, or coercion to obtain some type of labor or commercial sex act (United States Department of Homeland Security [DHS], n.d.).
hydration	The quality or state of being hydrated; especially the condition of having adequate fluid in the body tissues (Merriam-Webster, n.d.g).

immunizations	Immunization is the process whereby a person is made immune or resistant to an infectious disease, typically by the administration of a vaccine. Vaccines stimulate the body's own immune system to protect the person against subsequent infection or disease (WHO, n.d.a).
medicine	A substance or preparation used in treating disease (Merriam-Webster, n.d.h).
mental health	Mental health includes emotional, psychological, and social well-being. It affects how people think, feel, and act. It also helps determine how people handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. Over the course of one's life, if one experiences mental health problems, one's thinking, mood, and behavior could be affected. Many factors contribute to mental health problems, including: Biological factors, such as genes or brain chemistry Life experiences, such as trauma or abuse Family history of mental health problems (HHS, n.d.).
negotiation skills	The ability to resolve disputes and conflicts through a willingness to work with other people to reach solutions that everyone can live with (Fiske & Clark, 1996).
opioid	Opioids are a class of drugs that include the illegal drug heroin as well as powerful pain relievers available legally by prescription, such as oxycodone, hydrocodone, codeine, morphine, fentanyl, and many others (United States National Institute of Health, National Institute on Drug Abuse [NIDA], 2016).
OTC drugs	Over the counter medicine is also known as OTC or nonprescription medicine. All these terms refer to medicine that you can buy without a prescription (United States Food and Drug Administration [FDA], 2016).
pathogens	Disease-causing microorganisms, including viruses and many bacteria, fungi, and protozoans (A Dictionary of Biology, n.d.).
peer pressure	A feeling that one must do the same things as other people of one's age and social group in order to be liked or respected by them (Merriam-Webster, n.d.i).
perinatal	Occurring during or pertaining to the phase surrounding the time of birth, from the twentieth week of gestation to the twenty-eighth day of newborn life (Dictionary.com, n.d.b).
postnatal care	The support provided to women and newborns for the first few months following birth (Reference MD, n.d.).
pregnancy prevention methods	Continuous abstinence, or any method, medicine, or device used to prevent pregnancy (Women's Health, n.d.).
prenatal	The health care a woman receives while pregnant (Office of Women's Health [OWH], 2012).
prescription drugs	A drug that can be obtained only by means of a physician's prescription (Merriam-Webster, n.d.i).

protective factors	Conditions or attributes in individuals, families, communities, or society that, when present, reduce the risk for disorders and increase the health and wellbeing of children and families (Child Welfare Information Gateway, n.d.).
puberty	The period of life at which the ability to reproduce begins. It is a stage of development when genitalia reach maturity and secondary sex characteristics appear (Mosby's Dictionary of Medicine, n.d.).
rape	The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim (Federal Bureau of Investigation [FBI], n.d.).
refusal skills	Communication strategies that allow individuals to remove themselves from unwanted or harmful activities or behaviors (Resource Center for Adolescent Pregnancy Prevention, n.d.).
resiliency	The ability to adapt well in the face of adversity, trauma, tragedy, threats, and other sources of stress (APA, n.d.b).
risk(y) behaviors	Risk(y) behaviors contribute to unintentional injuries and violence; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection; alcohol, tobacco and other drug use; unhealthy dietary behaviors; and inadequate physical activity (CDC, 2016).
safe adult	An adult a child identifies as someone they can talk to if they come in contact with someone or something that makes them uncomfortable. Safe adults exhibit behaviors that make a child feel comfortable. Some examples may include: exhibiting appropriate boundaries with the child, respecting the child and their emotions, listening to the child and providing space for them to share these feelings, helping a child when needed, and respecting their boundaries (The Canadian Center for Child Protection, 2011).
screen time	The time spent viewing TV/video, computer, electronic games, hand-held devices or other visual devices (Healthy Michigan Plan, n.d.).
secondhand smoke	Secondhand smoke is the combination of smoke from the burning end of the cigarette and the smoke breathed out by smoker (United States Surgeon General [U.S. Surgeon General], n.d.).
self-concept	The conception and evaluation of yourself which includes physical and psychological skills, and qualities which make us who we are. Also called self-appraisal; self-assessment; self-evaluation. A strong opinion about one's self (Psychology Dictionary, n.d.).
sexual abuse	Unwanted sexual activity, with perpetrators using force, making threats, or taking advantage of victims not able to give consent (APA, n.d.c).
sexual assault	Any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Falling under the definition of sexual assault are sexual activities such as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape (United States Department of Justice [DOJ], 2017).
sexual harassment	Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature in the workplace or learning environment (Rape, Abuse & Incest National Network [RAINN], n.d.).

sexuality	The quality or state of being sexual. The condition of having sex (Merriam-Webster, n.d.k).
sexting	The sending of sexually explicit photos, images, text messages, or e-mails by using a cell phone or other mobile device (Dictionary.com, n.d.c).
six essential nutrients	Carbohydrates, fats, proteins, minerals, vitamins, and water – the chemical elements found in food and required for the body to perform essential functions (Successful Aging, n.d.).
skill-related fitness	Those components of physical fitness that are related to enhanced performance in sports and motor skills: agility, balance, coordination, power, speed, and reaction time (President's Council on Physical Fitness and Sports, 2000).
SMART goal	Goals that are: Specific, Measurable, Achievable, Relevant, and Time Sensitive (The Teen Compass, n.d.).
social health	The social determinants of health are the conditions in which people are born, grow, live, work and age. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels. The social determinants of health are mostly responsible for health inequities - the unfair and avoidable differences in health status seen within and between countries (WHO, n.d.b).
social norms	The customary rules that govern behavior in groups and societies (Stanford Encyclopedia of Philosophy, 2011).
STIs/STDs	Acronym for sexually transmitted infections/sexually transmitted diseases, and refers to a variety of clinical syndromes and infections caused by pathogens that can be acquired and transmitted through sexual activity (CDC, 2015).
valid	Well-grounded or justifiable, being at once relevant and meaningful (Merriam-Webster, n.d.l).
wellness	<p>The term wellness has been applied in many ways. Although there might be different views on what wellness encompasses, the National Wellness Institute – along with the help of leaders in health and wellness – shared many interpretations and models of wellness. Through this discussion, there appears to be general agreement that:</p> <p>Wellness is a conscious, self-directed and evolving process of achieving full potential</p> <p>Wellness is multidimensional and holistic, encompassing lifestyle, mental and spiritual well-being, and the environment</p> <p>Wellness is positive and affirming</p> <p>The definition of wellness, long used by the National Wellness Institute is consistent with these tenets. Wellness is an active process through which people become aware of, and make choices toward, a more successful existence (Hettler, n.d.).</p>

withdrawal	<p>Withdrawal refers to the physical problems and emotions a person experiences if he/she is dependent on a substance (such as alcohol, prescription medicines, or illegal drugs) and then suddenly stops or drastically reduce his/her intake of the substance. Symptoms of withdrawal are caused by decreased amounts of alcohol or drugs in the blood or tissues of a person who has grown accustomed to prolonged heavy use and who then suddenly stops. Withdrawal syndrome is a set of symptoms that occur when one decreases or stops drinking or using drugs after using alcohol or drugs for a long time (WebMD, n.d.).</p>
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