

High School

Standard 1: “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).

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

Performance Indicators

The student will

- 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.

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

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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)).

++: Content must be taught separately to male and female students (§50-32-30(F)).

I-HS.1.1	List common first aid procedures for a given scenario (e.g., cardiopulmonary resuscitation (CPR), automated external defibrillator (AED)).
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.

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Standard 2: “Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (NHES, 2007).

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Performance Indicators

The student will

- 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.
- D-HS.2.2 Evaluate personal, family, economic, legal, and societal issues that influence **ATOD** use, including motor vehicle accidents.
- D-HS.2.3 Examine ways that media messages and marketing techniques influence the use of **ATOD**, including e-cigarettes.
- G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and **sexuality**.
- G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
- G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, **self-concept**, and body image.
- G-HS.2.4 Describe the impact of **STIs/STDs**, **HIV**, and **AIDS** on individuals, families, and society.
- G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
- G-HS.2.6 Examine the laws related to **sexting**.
- G-HS.2.7 Examine the laws related to **bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence**.

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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).
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 .
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).
M-HS.2.2	Analyze how resiliency impacts depression , anxiety, suicidal behavior, and crises.
M-HS.2.3	Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
N-HS.2.1	Analyze ways that emotions and feelings influence food choices, eating behaviors, and physical activities of individuals.
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.
N-HS.2.3	Debate the influence of school policies on food choices, eating behaviors and physical activities.
N-HS.2.4	Investigate ways that unhealthy eating behaviors and an inactive lifestyle contribute to chronic disease.
P-HS.2.1	Analyze the influence of family, peers, culture, the media and technology 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	Explore ways that environmental factors can affect the health of the community.
P-HS.2.4	Investigate ways that research and medical care influence the prevention and treatment of health problems.
P-HS.2.5	Compare the connection between personal health and access to healthcare, including oral health care.
P-HS.2.6	Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.

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Standard 3: “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007).

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Performance Indicators

The student will

- D-HS.3.1 Access **valid** information and resources to assist in dealing with **ATOD** issues for self and others.
- G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
- G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
- 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.**
- M-HS.3.1 Access **valid** mental, emotional, and social health information and services for self and others.
- 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).
- N-HS.3.1 Research **valid** information to explore local access to **healthy foods.**
- N-HS.3.2 Explain **valid** information and local options regarding physical activity.
- N-HS.3.3 Access community programs and services that help others gain access to affordable **healthy foods.**
- P-HS.3.1 Access local health care services, including oral health.

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Standard 4: “Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks” (NHES, 2007).

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Performance Indicators

The student will

- 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.
- 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 **safe adults** about sexual health and responsibilities.
- 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).
- M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.
- M-HS.4.2 Model skills for assisting someone who is in crisis or is exhibiting suicidal attitudes or behaviors.
- M-HS.4.3 Discuss scenarios that demonstrate **resiliency**.
- P-HS.4.1 Consider ways to seek assistance for enhancing personal health and offering assistance to enhance the health of others.

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Standard 5: “Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007).

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Performance Indicators

The student will

- 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).
- 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.
- M-HS.5.1 Recognize the warning signs of anxiety, **depression**, and suicidal behavior.
- M-HS.5.2 Discuss situations that may require professional mental, emotional, and social health services.
- N-HS.5.1 Utilize the current federal Dietary Guidelines for Americans to compare and contrast food choices on a variety of menus.
- P-HS.5.1 Recognize barriers to healthy decision-making.
- P-HS.5.2 Justify when individual or collaborative decision-making is appropriate.*
- 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).

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Standard 6: “Students will demonstrate the ability to use goal-setting skills to enhance health” (NHES, 2007).

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Performance Indicators

The student will

- D-HS.6.1 Predict ways that short and long-term goals can be affected by **ATOD** use.
- 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.
- G-HS.6.2 Create a plan for communicating personal **boundaries** as they relate to intimacy and sexual behavior.
- I-HS.6.1 Develop **coping strategies** to avoid, manage, and minimize participation in violent activities, including gang involvement.
- M-HS.6.1 Review **resiliency** and develop a personal plan to increase or maintain one’s personal **resiliency**.
- N-HS.6.1 Set a **SMART goal** to achieve a healthy eating plan by limiting sugar, fat, and salt consumption.
- N-HS.6.2 Set a **SMART goal** to attain the federally recommended levels of physical activity and physical fitness for Americans.
- 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.

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Standard 7: “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007).

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Performance Indicators

The student will

- D-HS.7.1 Practice strategies for dealing with family, peer, and cultural pressure regarding **ATOD** (e.g., opioid, prescription drugs, heroin).
- G-HS.7.1 Discuss respect for the **boundaries** of others as they relate to intimacy and sexual behavior.
- I-HS.7.1 Perform appropriate **first aid** and other emergency procedures for a given scenario (e.g., **CPR**, **AED**).
- M-HS.7.1 Implement a plan to increase personal **resiliency**.
- M-HS.7.2 Demonstrate strategies to develop and maintain a positive self-image.
- M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
- M-HS.7.4 Establish **boundaries** that promote safety, respect, awareness, and acceptance.
- 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.
- N-HS.7.2 Examine the relationship between personal nutritional intake and overall physical, oral, and mental health.
- P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

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Standard 8: “Students will demonstrate the ability to advocate for personal, family, and community health” (NHES, 2007).

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Performance Indicators

The student will

- D-HS.8.1 Encourage positive alternatives to **ATOD** use.
- D-HS.8.2 Promote intervention and outreach for those dealing with **ATOD** use or abuse (e.g., peers, family members).
- G-HS.8.1 Promote access to **valid** information and community resources that support **abstinence** and discourage risky sexual behavior.
- I-HS.8.1 Advocate for disaster preparedness in the home, school, and community.
- I-HS.8.2 Advocate for safe environments that encourage dignified and respectful treatment of everyone.
- M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.
- M-HS.8.2 Promote intervention and outreach for those dealing with suicidal intentions or behavioral health problems (e.g., peers, family members).
- N-HS.8.1 Encourage others to choose **healthy foods**.
- N-HS.8.2 Advocate for self and others to increase their level of physical activity.
- P-HS.8.1 Advocate for the promotion and protection of a healthy and safe environment, including community, personal, and family environments.
- P-HS.8.2 Explain ways that peers, family, and community can participate in organ and tissue donations.

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