Middle School
Health Graded Course of Study
May, 2012
Health Philosophy

Total wellness is the foundation of a student’s educational success. The purpose of the Dublin City Schools health educational program is to empower students to succeed in an ever-changing society by developing the knowledge and skills needed for maintaining optimum health. The most important goal of health education lies within the influence that the curriculum has upon the attitudes and behaviors of the students relative to their personal choices.

HEALTH BELIEFS

LEARNING

- Students will contribute to making the classroom into a safe, appreciative and trusting learning community.
- Students are actively engaged in learning content that applies to real life and continues to be applied outside the classroom.
- Students build resistance and resiliency skills and understand the relationship between actions and consequences.

TEACHERS

- Health teachers are passionate and energetic professionals who are committed to learning and building developmentally appropriate classroom experiences that teach life management skills.
- Health teachers understand that we must differentiate instruction based on academic, cultural and community needs.
- Health teachers create a trusting and safe environment for students to have open dialogue for discussion, guidance and encouragement.

PROGRAM

- DCS health education programs foster a safe, trusting learning classroom community.
- Content helps students develop positive life skills and resiliency skills to apply to real world situations.
• Developmentally appropriate content connects learning throughout each student’s progression through DCS.

• Health education promotes collaboration among all health professionals in the district and community to encourage each student’s total wellness.

GRADE 7

National Content Standards

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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

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

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

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

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

**Standard 7:** Students will demonstrate the ability to practice healthy-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.
# Grade 7 Health:

## Performance Indicators

### Dublin: Mental, Emotional, and Social Health: Introduction

#### National:
1.8.6. Explain how appropriate health care can promote personal health.
1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.

### Dublin: Mental, Emotional, and Social Health: Self Esteem: 1.8.1, 1.8.2; Standards 5 and 6

#### National:
1.8.1. Analyze the relationship between healthy behaviors and personal health.
1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.
1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
2.8.1. Examine how the family influences the health of adolescents.
2.8.2. Describe the influence of culture on health beliefs, practices and behaviors.
2.8.3. Describe how peers influence healthy and unhealthy behaviors.
2.8.4. Analyze how the school and community can affect personal health practices and behaviors.
2.8.7. Explain how the perceptions of norms influence healthy and unhealthy behaviors.
2.8.8. Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others.

## Grade 7 Indicators

### Grade 7 Indicators

1. As a result of the learning experiences provided, the learners will:

#### a. Define wellness component (8.8.1, 7.8.2, 7.8.3)

#### b. Identify healthy behaviors (1.8.6, 1.8.7)

1. As a result of the learning experiences provided, the learners will:

#### a. Identify factors that affect self esteem (2.8.3, 2.8.8)

#### b. Identify self esteem building skills (1.8.7, 2.8.1, 2.8.3, 2.8.7, 7.8.1)

#### c. Identify positive character traits (2.8.8)

#### d. Explain why it is important to have good character (2.8.8; Standard 5)

#### e. Identify the steps necessary to make a responsible decision (1.8.7, 2.8.3, 2.8.8, 2.8.9, 7.8.1; Standard 5)

#### f. Identify steps to achieve long and short term goals (1.8.7, 6.8.1)

#### g. Write a specific, measurable goal

#### h. Discuss bullying, harassment, and stereotypes and their effects on self esteem (1.8.8, 2.8.3, 2.8.4, 2.8.7, 2.8.9, 8.8.2, 8.8.3)

#### i. Brainstorm strategies to deal with or prevent bullying actions. (1.8.7, 2.8.3, 2.8.4, 4.8.4, 7.8.1, 8.8.1)

#### j. Discuss the harmful effects of stereotypes and cliques (1.8.8, Standard 2)

#### k. Identify most common mental and emotional disorders. (1.8.4, 1.8.8, 2.8.9, 8.8.1)
| 7.8.1. Explain the importance of assuming responsibility for personal health behaviors. |
| 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. |
| 7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others. |
| 8.8.2. Demonstrate how to influence and support others to make positive health choices. |
| 8.8.3. Work cooperatively to advocate for healthy individuals, families, and schools. |

| Dublin: Mental, Emotional, and Social Health: Communication : 2.8.4, 4.8.1; Standards 1, 5, and 6 |
| National: |
| 1.8.7. Describe the benefits of and barriers to practicing healthy behaviors. |
| 2.8.3. Describe how peers influence healthy and unhealthy behaviors. |
| 2.8.4. Analyze how the school and community can affect personal health practices and behaviors. |
| 4.8.1. apply effective verbal and nonverbal communication skills to enhance health. |
| 4.8.3. Demonstrate effective conflict management or resolution strategies. |
| 4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others. |
| 7.8.1. Explain the importance of assuming responsibility for personal health behaviors. |
| 7.8.4. Identify ways that health messages and communication techniques can be altered for different audiences. |

| National: |
| 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks. behaviors. |
| 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. |

| 1. As a result of the learning experiences provided, the learners will: |
| a. practice active listening skills. (7.8.2, 7.8.3) |
| b. discuss actions that can help develop healthy relationships with family, friends, and others. (1.8.7, 2.8.3, 4.8.4, 8.8.4) |
| c. determine why it is important to be respected and treat others with respect. (2.8.3, 7.8.1 4.8.3) |

| 2. As a result of the learning experiences provided, the learners will: |
| a. examine the four response styles. (4.8.3, 8.8.1) |
| b. practice being assertive. (7.8.2, 7.8.3, 1.8.7, 2.8.3, 4.8.2, 4.8.3 7.8.1) |
| c. outline skills for active listening. (4.8.3, 8.8.1) |
| d. construct I messages to express feelings. (1.8.7, 4.8.2, 4.8.3, 7.8.1, 7.8.2, 7.8.3, 7.8.1) |
| e. brainstorm positive strategies to prevent or stop unhealthy/violent relations. (HB. 19) |
7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.
8.8.1. State a health enhancing position on a topic and support it with accurate information.

<table>
<thead>
<tr>
<th>Dublin: Mental, Emotional, and Social Health: Stress Management: Standard 6</th>
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<tbody>
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<td>1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.</td>
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1. As a result of the learning experiences provided, the learners will:
   a. identify stages of the General Adaptation Syndrome (8.8.1)
   b. outline techniques to help manage stress (1.8.7)
   c. recognize negative responses to stressors (1.8.8, 2.8.1, 3.8.4, 4.8.1, 4.8.4, 7.8.1, 8.8.1)
   d. list and discuss positive stress management techniques. (1.8.7, 2.8.1, 4.8.4)
   e. recognize harmful ways to deal with stress (self mutilation, drug abuse, suicide, eating disorders). (1.8.5, 1.8.8, 2.8.3, 2.8.8, 2.8.9, 4.8.4, 7.8.1)
   f. discuss what it means to be resilient. (2.8.1, 2.8.8, 4.8.4, Standard 6, 8.8.1)

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<th>Dublin: Mental, Emotional, and Social Health: Mental Illness and Conditions:</th>
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<td>1.8.4. Describe how family history can affect personal health.</td>
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<td>1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</td>
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1. As a result of the learning experiences provided, the learners will:
   a. Recognize signs and symptoms of depression, (7.8.2, 7.8.3)
   b. identify ways to deal with depression, (1.8.4, 1.8.8, 2.8.9, 3.8.4, 4.8.4, 7.8.1, 7.8.2, 7.8.3)
   c. understand a variety of emotional
| 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. | **Dublin: Physical Health: Body Systems**

**National:**
1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.
3.8.4. Describe situations that may require professional health services.
7.8.1. Explain the importance of assuming responsibility for personal health behaviors.
7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.
8.8.1. State a health enhancing position on a topic and support it with accurate information.

| 3.8.4. Describe situations that may require professional health services. | 1. As a result of the learning experiences provided, the learners will:

- identify structures and functions of the following body systems:
  1) integumentary
  2) nervous
  3) circulatory
  4) respiratory
  5) skeletal
  6) muscular
  7) digestive
  8) urinary-excretory
  9) immune
  10) endocrine
  11) reproductive

| 4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others. | 1. As a result of the learning experiences provided, the learners will:

- General Drug Information
  1) discuss drug classifications and examples of drugs found in each classification (Standard 5 and 6)
  2) explain the process of physiological and

| 7.8.1. Explain the importance of assuming responsibility for personal health behaviors. | **Dublin: Substances: Awareness, Use, and Abuse**

**National:**
1.8.3. Analyze how the environment affects personal health.
1.8.4. Describe how family history can affect personal health.
1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.

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1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

2.8.2. Describe the influence of culture on health beliefs, practices and behaviors.

2.8.3. Describe how peers influence healthy and unhealthy behaviors.

2.8.4. Analyze how the school and community can affect personal health practices and behaviors.

2.8.5. Analyze how messages from media influence health behaviors.

2.8.7. Explain how the perceptions of norms influence healthy and unhealthy behaviors.

2.8.8. Explain the influence of personal values and beliefs on individual health practices and behaviors.

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3.8.1. Analyze the validity of health information, products and services.

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8.8.1. State a health enhancing position on a topic and support it with accurate information.

8.8.2. Demonstrate how to influence and support others to make positive health choices.

psychological addiction/dependency. (1.8.4, 1.8.8, 2.8.9, 7.8.2, 7.8.3, 8.8.1)

3) identify effects of drug use on decision making. (8.8.1, 1.8.7, 2.8.8 Standards 5 and 6)

4) identify risk factors for harmful drug use in teens (1.8.8, 2.8.3, 7.8.2, 7.8.3)

5) identify effects of drug use on relationships. (1.8.7, 2.8.4, 8.8.1, 8.8.2)

6) demonstrate resistance skills when pressured to use alcohol, tobacco or other drugs. (1.8.7, 2.8.3, 4.8.2, 7.8.1, 7.8.2, 7.8.3, 8.8.2)

7) differentiate between responsible use, misuse, or abuse of drugs (1.8.7, 1.8.8, 2.8.9, 3.8.1, 7.8.1, 7.8.2, 7.8.3)

8) identify factors that cause teens to misuse or abuse drugs (1.8.7, 1.8.8, 2.8.3, 2.8.7, 2.8.8, 2.8.9, 4.8.2, 7.8.2, 3.8.1, 7.8.1)

9) benefits of being drug free (1.8.7, Standard 6, 7.8.1)

b. Classifications of Drugs

1) discuss the effects and dangers of and their effects on the BRAIN and BODY

2) stimulants

3) depressants (sedative hypnotics)

4) inhalants

5) hallucinogens

6) narcotics/opiates

7) club/designer drugs

8) over-the-counter drugs (3.8.1, 3.8.2, 3.8.3)

9) prescription drugs (3.8.1, 3.8.2, 3.8.3)

10) performance enhancing drugs (steroids, creatine)

11) marijuana
c. Tobacco
   1) identify health risks associated with tobacco use. (1.8.7, 7.8.2, 7.8.3, 1.8.8, 2.8.2, 2.8.9, 3.8.4, 1.8.3)
   2) examine the addictive properties of nicotine. (1.8.7, 1.8.8, 2.8.9)
   3) discuss the health risks of second hand smoke. (1.8.7, 1.8.8, 2.8.9)

d. Alcohol (7.8.2, 7.8.3)
   1) list ways mind and body are affected by alcohol use. (1.8.7, 1.8.8, 2.8.9)
   2) explain why there is no such thing as responsible teen drinking. (1.8.7, 1.8.8, 2.8.9)
   3) describe factors that affect blood alcohol concentration. (8.8.1, 1.8.7, 1.8.8, 1.8.9, 2.8.9)
   4) identify examples of alcohol abuse (binge drinking, alcoholism, underage drinking). (1.8.7, 1.8.8, 8.8.1)

e. Marijuana
   1) list ways mind and body are affected by marijuana use (1.8.7, 1.8.8, 2.8.9)
   2) discuss attitudes and misconceptions associated with the use of marijuana. (1.8.7, 1.8.8, 1.8.9, 2.8.3, 2.8.7, 2.8.9)
   3) identify harmful effects of short term and long term use. (1.8.7, 1.8.8, 1.8.9, 2.8.4, 2.8.9, 8.8.1)

f. Drug Abuse Prevention Program
   1) Recognize media influences on attitudes towards ATMOD (2.8.5, 3.8.1, 3.8.2, 3.8.4, 4.8.3, 4.8.4, 7.8)
   2) Discuss laws and consequences regarding illegal behavior
   3) Discuss appropriate use of the Internet and other
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<th>Dublin: Physical Health: Nutrition and Fitness</th>
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<tbody>
<tr>
<td><strong>National:</strong></td>
<td>1. As a result of the learning experiences, the students will:</td>
</tr>
<tr>
<td>1.8.4. Describe how family history can affect personal health.</td>
<td>a. identify the functions and food sources for the six leader nutrients. (7.8.2, 7.8.3)</td>
</tr>
<tr>
<td>1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.</td>
<td>b. determine individual fitness and dietary guidelines based on current food guide pyramids. (7.8.1, 7.8.2, 7.8.3)</td>
</tr>
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<td>1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</td>
<td>c. identify the current dietary guidelines for proper nutrition. (2.8.10, 7.8.1, 7.8.2, 7.8.3)</td>
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<tr>
<td>2.8.1. Examine how the family influences the health of adolescents.</td>
<td>d. identify the role of food labels when making responsible food choices. (1.8.8, 2.8.1, 2.8.8, 2.8.9, 3.8.1, 7.8.1, 7.8.2, 7.8.3)</td>
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<td>2.8.8. Explain the influence of personal values and beliefs on individual health practices and behaviors.</td>
<td>e. demonstrate an understanding of the characteristics of healthy meal, snack, and fast food choices. (1.8.8, 2.8.1, 2.8.9, 7.8.1, 7.8.2)</td>
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<td>2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</td>
<td>f. understand the benefits of lifelong healthy nutrition habits. (1.8.8, 2.8.1, 2.8.8, 2.8.9, 7.8.12, 7.8.2, 7.8.3)</td>
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<td>2.8.10. Explain how school and public health policies can influence health promotion and disease prevention.</td>
<td>g. consequences of unhealthy food choices. (3.8.4, 7.8.1)</td>
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<tr>
<td>3.8.1. Analyze the validity of health information, products and services.</td>
<td>h. Fitness: (1.8.7 and Standard 6)</td>
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<td>3.8.4. Describe situations that may require professional health services.</td>
<td>i. identify the five physical fitness components: (3.8.5)</td>
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<td>3.8.5. Locate valid and reliable health products and services.</td>
<td>j. cardiovascular endurance</td>
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<td>7.8.1. Explain the importance of assuming responsibility for personal health behaviors.</td>
<td>k. muscular endurance</td>
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<td>7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</td>
<td>l. muscular strength</td>
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<td>7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.</td>
<td>m. healthy body composition</td>
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<td>8.8.1. State a health enhancing position on a topic and support it with accurate</td>
<td>n. flexibility</td>
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<td>technologies, examine internet safety guidelines and the dangers of “Sexting”</td>
<td>o. understand the benefits of physical fitness and exercise. (2.88,</td>
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<td>Dublin: Physical Health: Growth and Development (Standards 5 &amp; 6)</td>
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| 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.  
| 2.8.5. Analyze how messages from media influence health behaviors.  
| 3.8.1. Analyze the validity of health information, products and services.  
| 3.8.2. Access valid health information from home, school, and community.  
| 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.  
| 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.  
| 7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.  
| 8.8.1. State a health enhancing position on a topic and support it with accurate information.  |
| **Standards 5 and 6, 7.81**  
| p. apply national dietary guidelines used to reduce cancer, diabetes, hypertension, high cholesterol, hypoglycemia, and obesity. (1.8.4, 2.8.10, 3.8.1, 3.8.2, 7.8.1)  |
| **Dublin:**  
| As a result of the learning experiences, the students will:  
| a. Puberty: 2.8.5  
| b. Secondary sex (gender) characteristics:  
| 1) identify the physical changes that occur during puberty. (8.8.1)  
| 2) Identification and function of reproductive structures:  
| 3) trace the path of a sperm cell through the male reproductive organs. (8.8.1)  
| 4) trace the path of the egg cell through the female reproductive organs. (8.8.1)  
| 5) explain the menstrual cycle. (8.8.1)  
| 6) explain the process of semen production. (8.8.1)  
| c. Pregnancy and Childbirth:  
| 1) explain the process of fertilization. (7.8.2, 7.8.3, 8.8.1)  
| 2) trace the development of baby from conception to birth. (7.8.2, 7.8.3, 8.8.1)  
| 3) outline the stages of labor. (8.8.1)  
| 4) discuss the importance of prenatal care. (1.8.7, 3.8.1, 7.8.1, 7.8.2, 7.8.3, 8.8.1)  
| 5) discuss reasons to practice abstinence and to avoid teen pregnancy and parenthood. (1.8.7, 1.8.8, 1.8.9, 2.8.3, 2.8.7, 2.8.8, 2.8.9, 4.8.2)  
| 6) identify harmful consequences of teen pregnancy. (1.8.7,  

Middle School Health Graded Course of Study

Page 11 of 13
d. Contraception: 1.8.7, 1.8.8, 1.8.9, 2.8.9
1) state why abstinence is the most responsible choice for teens. (7.8.3, 7.8.2, 8.8.1, 2.8.1, 7.8.1, 2.8.2, 2.8.3, 2.8.7, 4.8.2)
2) identify permanent, artificial, and natural methods of contraceptions. 7.8.3, 7.8.2, 8.8.1, 3.8.3
3) identify risks and failure rates associated with various methods of contraception. 3.8.3, 7.8.3, 7.8.2, 8.8.1

e. Sexual Risks: (1.8.7, 1.8.8, 1.8.9, 2.8.9, 3.8.1, 3.8.2, 3.8.3, 3.8.4, 3.8.5, 4.8.4, 7.8.2, 7.8.3, 8.8.1)
1) discuss the transmission, symptoms, and treatment of the following sexually transmitted diseases:
   a. HIV/AIDS
   b. public lice
   c. chlamydia
   d. gonorrhea
   e. HPV
   f. NGU
   g. Trichomoniasis
   h. hepatitis B
   i. syphilis
   j. herpes simplex II
2) discuss relationships
3) differentiate between a healthy and unhealthy dating relationship. (1.8.7, 2.8.2, 2.8.3)
4) identify ways to prevent and protect against date rape. (1.8.7)

explain how a drug free lifestyle supports the decision not to be sexually active. (Standards 5 and 6, 1.8.7, 2.8.7, 7.8.1, 8.8.1)
**Dublin: Mental, Emotional, and Social Health: Media**

**National:**

- 2.8.5. Analyze how messages from media influence health behaviors.
- 3.8.1. Analyze the validity of health information, products and services.
- 3.8.2. Access valid health information from home, school, and community.

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<tr>
<td>1. As a result of the learning experiences, the students will analyze how messages influence them.:</td>
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<tr>
<td>a. ATMOD (2.8.5)</td>
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<td>b. Diet and Nutrition (2.8.5)</td>
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<tr>
<td>c. Body Image (2.8.5)</td>
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<tr>
<td>d. Internet Safety (2.8.5, 2.8.6)</td>
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