

Berkeley County School District

K-12 Health and Safety Education

Curriculum and Pacing Guide



Purpose: The K-12 Health and Safety Education Curriculum and Pacing Guide serves as a resource for all Berkeley County Health and Safety teachers to ensure coverage of the SDE required comprehensive health curriculum. The district's comprehensive health curriculum is covered through physical education classes and classroom instruction.

Health and Safety Education enhances academic achievement and is an essential element in educating the whole person. Students gain understanding of the benefits of an active lifestyle physically, emotionally, and socially. Upon graduation students will have gained understanding of the benefits and implications of health-related fitness. Students will develop acuity in honing life skills such as team building, decision making, leading others, and cooperation.

Legislative Requirements: The South Carolina Legislature voted the Comprehensive Health Education Program, also known as the Comprehensive Health Education Act, into law in 1988. Addressing the crucial need for the direct and active involvement of the state's public schools in the health and well-being of their students, the Comprehensive Health Education Act defines "comprehensive health education" as:

"Health Education in a school setting that is planned and carried out with the purpose of maintaining, reinforcing, or enhancing the health, health-related skills, and health attitudes and practices of children and youth that are conducive to their good health and that promote wellness, health maintenance, and disease prevention. It includes age-appropriate, sequential instruction in health either as part of existing courses or as a special course" (Comprehensive Health Education Act, 1988 §59-32-10).

Required Minutes of Instruction

The Comprehensive Health Education Act and *1986 Defined Minimum Program for South Carolina School Districts* published by the South Carolina Department of Education in 1986 mandate the number of minutes health education is to be taught to students in grades kindergarten through twelve:

"The time required for health instruction for students in kindergarten through eighth grade must not be reduced below the level required during the 1986-87 school year. Health instruction for students in grades nine through twelve may be given either as part of an existing course or as a special course" (Comprehensive Health Education Act, 1988 §59-32-30(C)).

Students in grades kindergarten through six should receive 75 minutes per week of health instruction for 36 weeks or the equivalent, which must equal 45 hours per year. Students in grades seven and eight should receive 250 minutes of health instruction per week for nine weeks, which must equal 37.5 hours per year (South Carolina Department of Education, 1986).

"At least one time during the four years of grades nine through twelve, each student shall

receive instruction in comprehensive health education, including at least seven hundred fifty minutes of reproductive health education and pregnancy prevention education” (Comprehensive Health Education Act, 1988 §59-32-30(A)(3)).

Additionally, the South Carolina Legislature added the Students Health and Fitness Act of 2005 (§59-10-10 through §59-10-380) to its health education effort in 2005, mandating that students engage in some form of physical activity at school on a regular basis and that students in kindergarten through grade five receive instruction in nutrition at least once a week. As a result of the Students Health and Fitness Act, students in kindergarten through fifth grade must be provided a minimum of one hundred fifty minutes a week of physical education and physical activity. Additionally, a minimum of sixty minutes a week must be provided in physical education (2005, §59-10-10).

Sexual Abuse and Assault Awareness and Prevention Instruction

In 2014, the Comprehensive Health Education Act was amended to include requirements regarding sexual abuse and assault awareness and prevention (§59-32-20(B) and §59-32-20(G)).

Domestic Violence Prevention Instruction

In 2016, the Comprehensive Health Education Act was amended to include requirements regarding domestic violence instruction for students in grade six through eight (§59-32-30(A)(2)).

Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) Instruction

In 2016, the Comprehensive Health Education Act was amended to include requirements regarding cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) (§59-32-30(A)(7)). (SC Health and Safety Standards, 2017).

Academic Standards Overview:

Berkeley County School District Curriculum is aligned to the South Carolina Health and Safety Standards as well as the National Health Academic Standards (NHRS, 2007). The National Health Academic Standards are:

“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, 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 health-enhancing behaviors and avoid or reduce health risks.

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

Key Concepts are aligned to the same abbreviations used in the South Carolina State Standards (2017) below:

Abbreviation	Key Concept
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

While the BCSD units are organized by key concept, the national process standards are embedded throughout the units. For example, goal setting, interpersonal skills, advocacy and communication to benefit self and others are covered in multiple units at each grade level.

Elementary Scope and Sequence

Grade K-6 Overview – Students will receive a minimum of 75 minutes per week of health instruction for 36 weeks or the equivalent, which must equal at least 45 hours per year. Curricular supports include but are not limited to the *Common Sense Media Digital Citizenship Curriculum*, *Harcourt’s Health and Fitness* text, *Changing Bodies* curriculum and *Moving to Success* curriculum. Health is embedded across all curricula. Abuse and Assault Prevention instruction is embedded within the units.

Kindergarten			
Weeks	Standard	Unit	Curriculum/Content
All About Me – Semester 1			
1-3 (3.75 hours)	I-K.1.2-4 I-K.4.1-2 I-K.3.1 P-K.3.1	Accessing Help to Enhance Health	<ul style="list-style-type: none"> • I can identify when to call 911 with a specific emergency situation. • I can demonstrate how to make an emergency phone call. • I can name ways to stay safe and set and respect boundaries around others (e.g., family, peers, friends, acquaintances, and strangers). • I can discuss why medical and dental checkups are needed for a person to stay healthy. • I can explain what a person should do to deal with a minor injury (e.g., cut, scrape, and nosebleed). • I can identify community helpers and safe adults in a variety of situations. • I can explain ways to identify safe adults in order to tell when someone is in need of help, feels threatened, or has been harmed.
4-6 (3.75 hours)	I-K.1.1 I-K.7.1-2 P-K.7.1	Enhancing Health and Reducing Risk	<ul style="list-style-type: none"> • I can identify practices that promote personal health (e.g., washing hands, brushing teeth, combing hair) and practices that prevent the spread of disease (e.g., covering coughs and sneezes). • I can identify ways to prevent common childhood injuries at home (e.g., falling down the stairs, drinking an unknown substance, finding a gun), school (e.g., climbing on playground equipment), or in the environment (running across the street, riding a bicycle, swimming, walking in a rainstorm, approaching an unknown animal). • I can describe fire safety rules for home and school (e.g., do not play with fire; listen to your smoke alarm; get out of the burning building and go to your safe meeting place; tell an adult about the fire; if clothing is on fire, stop, drop, and roll). • I can demonstrate ways to be safe as a pedestrian (e.g., bicycle safety, crossing the road) and as a passenger in a car and in a bus (e.g., wearing a seatbelt; using a car seat; following the rules on the bus) or using recreational equipment (e.g., wearing helmets).
7-8 (2.5 hours)	N-K.6.1-3	Healthy Goals	<ul style="list-style-type: none"> • I can set a goal to be active at recess. • I can set a goal to brush teeth twice a day. • I can set a goal to reduce screen time.
9-18	G-K1.1-4	Body and Family Awareness	<ul style="list-style-type: none"> • I can name the major body parts. • I can name the five senses and describe what they do.

(12.5 hours)			<ul style="list-style-type: none"> • I can name ways children grow and change, mentally, emotionally, socially, and physically. • I can explain how families are alike and different (e.g., several brothers and/or sisters; only one child; one parent working outside the home; a grandparent living in the home; pets or no pets).
All Around Me – Semester 2			
19-27 (11.25 hours)	I-K.5.1-3 M-K.5.1-2 N-K.5.1 M-K.4.1	Healthy Decisions	<ul style="list-style-type: none"> • I can identify situations that require action to protect personal safety at home and in the community. • I can identify situations that require action to protect personal safety online (e.g., never put any identification or pictures online). • I can describe situations that require action to protect personal safety on the playground (e.g., following the rules). • I can demonstrate the ability to cooperate with others (e.g., sharing, listening, taking turns). • I can discuss potential dangers of secret keeping and who to tell if a secret makes you uncomfortable. • I can name and demonstrate healthy ways to express needs, wants, and feelings. • I can demonstrate steps taken when selecting healthy foods.
28-31 (5 hours)	D-K.1.1-5 D-K-4.1	Drug and Alcohol Awareness	<ul style="list-style-type: none"> • I can define the terms drug and medicine. • I can distinguish between medicines and other substances that may look like medicines. • I can identify ways that alcohol, tobacco, and other drugs (ATOD) and medicines can be helpful or harmful. • I can identify warning symbols on medicines, household cleaners, and yard chemicals. • I can explain ways to identify safe adults from whom children can safely take medicine. • I can demonstrate ways to say “no” to alcohol and tobacco.
32-36 (6.25 hours)	I-K.2.1-2 N-K.2.1 P-K.2.1	Understanding Environmental and Cultural Influences	<ul style="list-style-type: none"> • I can identify ways that family and friends can help a person stay safe and avoid injury (abuse and assault prevention). • I can discuss ways to stay safe online. • I can identify how family and friends influence healthy food choices. • I can identify how the family influences personal health practices and behaviors.

First Grade			
Weeks	Standard	Unit	Curriculum/Content
1-8 (10 hours)	G-K.1.1-3 M.1.1.1-3 M-1.2.1	Responsible Growth and Development <i>(Health and Fitness 1, Chapters 1-3 & 10)</i>	<ul style="list-style-type: none"> • I can name the major body parts. • I can identify the major organs of the body and their functions. • I can identify the major bones in the skeletal system. • I can identify good character traits (e.g., honesty, respect for self, respect for others, dependability, responsibility). • I can describe characteristics that are positive about yourself. • I can identify ways that individuals are unique.

			<ul style="list-style-type: none"> • I can list ways that family and friends influence feelings
9-14 (7.5 hours)	I-1.1.1 I-1.2.1 I-1.4.1-3 I-1.5.1-5 I-1.7.2.1-3	Injury Prevention and Safety (<i>Health and Fitness 1, Chapters 6-7</i>)	<ul style="list-style-type: none"> • I can describe the difference between safe and unsafe contact that may occur between a child and an adult or a peer • I can identify how media and technology (e.g., television, video games, and social media) can positively and negatively influence mental, emotional, social, and physical health. • I can recite safe things to say and not to say when talking on the telephone or when someone comes to the house. • I can demonstrate how to make an emergency phone call. • I can discuss ways to get along with others and avoid conflict at home and school. Discuss situations that require action to protect personal safety at home (e.g., someone comes to the door or calls when an adult is not present; using the stove when home alone). • I can review situations that require action to protect personal safety at school (e.g., bullying of students or peers; someone has a gun). • I can review situations that require action to protect personal safety online (e.g., never put any identification, including pictures, online). • I can review situations that require action to protect personal safety in the community (e.g., gaming; ice cream truck; lost dog; when a stranger offers a treat; any situation that requires someone to become aware of his or her surroundings). • I can review situations that require action to protect personal safety on the playground (e.g., follow the rules). • I can identify safety rules at home. • I can identify safety rules at school. • I can identify safety rules for dealing with situations in the community (abuse and assault prevention).
15-24 (12.5 hours)	N-1.1.1-5 N-1.2.1 N-1.5.1 N-1.6.1-2 N-1.8.1	Nutrition and Physical Activity (<i>Health and Fitness 1, Chapters 4-5</i>)	<ul style="list-style-type: none"> • I can identify the food groups. • I can explain the importance of choosing healthy foods and beverages, including water. • I can define a food label. • I can identify food portions that are appropriate for children. • I can list ways to be physically active every day. • I can list ways that a person's family and friends can influence children's food choices and physical activity • I can demonstrate the steps taken when selecting healthy foods. • I can set a goal to consume healthy foods and beverages, including water. • I can set a goal to reduce screen time and be physically active every day. • I can encourage family members and peers to be physically active.

25-30 (7.5 hours)	D-1.1.1-4 D-1.3.1 D-1.4.1 D-1.8.1	Alcohol, Tobacco and Other Drugs (ATOD) Awareness (<i>Health and Fitness</i> 1, Chapter 8-9)	<ul style="list-style-type: none"> • I can define the term immunizations. • I can identify harmful and helpful drugs, including medicines and immunizations. • I can describe the effects of alcohol, tobacco, and other drugs (ATOD) on a person’s health. • I can identify the effects of smoking on the body, including firsthand and secondhand smoke. • I can explain ways to identify safe adults at home, at school, and in the community who can answer questions about drugs. • I can demonstrate ways to say “no” to ATOD. • I can encourage family members and peers to say “no” to ATOD.
31-36 (7.5 hours)	P-1.1.1-5 P-1.2.1 P-1.3.1 P-1.4.2 D-1.5.1 D-1.6.1 D-1.7.1-2	All Around Me (<i>Health and Fitness</i> 1, Chapters 11-12)	<ul style="list-style-type: none"> • I can identify behaviors that prevent or promote personal health (e.g., screen time and electronic play instead of exercising). • I can explain how germs are spread (e.g., not washing hands or not covering mouth when sneezing or coughing). P-1.1.3 Explain why brushing teeth keeps the mouth healthy. • I can identify common illnesses and conditions (e.g., allergies, asthma, colds, flu). • I can define the term environment. • I can explain how a clean environment protects health. • I can identify ways that a person’s family, friends, and school can support children’s health practices and behaviors (modeling, reminders, encouragement, etc.). • I can explain ways to identify safe adults at home, at school, and in the community that one should contact when one needs health-related support (e.g., responding to threats or harm; uncomfortable situations or relationships; abuse and assault prevention). • I can demonstrate listening skills to enhance health. • I can identify ways to make decisions that enhance health. • I can identify a short-term personal health goal and take action toward achieving the goal (e.g., brushing teeth twice a day and flossing; washing hands before eating; bathing; combing hair). • I can list behaviors to keep the mouth healthy. • I can describe ways to protect the environment (e.g., how to recycle; how to prevent air, water, land, or noise pollution).

Second Grade			
Weeks	Standard	Unit	Curriculum/Content
1-4 (5 hours)	P-2.2.1 P-2.3.1-2 P-2.5.1 P-2.6.1-2 P-2.8.1	All Around Me (<i>Health and Fitness</i> 2, Chapters 11-12)	<ul style="list-style-type: none"> • I can identify ways that family, friends, school, community, and the media influence an individual’s health practices and behaviors both positively and negatively. • I can discuss ways to identify safe adults who can help promote a person’s health. • I can describe what happens when someone goes to a dentist.

			<ul style="list-style-type: none"> • I can identify situations when a health-related decision is needed (e.g., awareness of personal hygiene; noticing a peer is injured). • I can identify a long-term personal health goal and take action toward achieving the goal. • I can identify who can help when assistance is needed to achieve a personal health goal. • I can encourage others to protect and improve the environment (appropriate waste disposal, recycling).
5-12 (10 hours)	G-2.1.1-3 M-2.1.1-3 M-2.4.1 M-2.5.1 M-2.7.1	Responsible Growth and Development (<i>Health and Fitness 2, Chapter 1-3</i>)	<ul style="list-style-type: none"> • I can locate bones in the skeletal system. • I can describe the parts of the circulatory system and their function (heart, blood vessels). • I can identify examples of what occurs in the stages of growth and development in childhood. • I can define the terms mental health, emotional health, and social health. • I can discuss ways to be a good friend. • I can describe good character traits (e.g., honesty, respect for self, respect for others, dependability, responsibility). • I can demonstrate healthy ways to express needs, wants, and feelings. • I can describe how to choose friends with good character traits. • I can demonstrate healthy ways to reduce stress
13-18 (7.5 hours)	I-2.1-3 I-2.2.1 I-2.3.1-2 I-2.6.1 I-2.7.1-3 I-2.8.1	Injury Prevention and Safety (<i>Health and Fitness 2, Chapters 6-7</i>)	<ul style="list-style-type: none"> • I can define the term first aid. • I can discuss first aid for minor injuries (e.g., cuts, burns, insect stings, poisons). • I can define bullying and what it means to be a bystander (abuse and assault prevention). • I can describe ways that family, friends, and the media can help a person stay safe and avoid injury. • I can demonstrate ways to respond when in an unwanted, threatening, or dangerous situation. • I can demonstrate ways to tell a safe adult when someone is in need of help, feels threatened, or has been harmed. • I can develop a personal safety plan to prevent or reduce injury. • I can discuss safety rules at home. • I can discuss safety rules at school. • I can identify safety rules in the community. • I can demonstrate ways to encourage family and friends to practice safe behaviors.
19-32 (17.5 hours)	N-2.1.1-3 N-2.2.1-2 N-2.3.1 N-2.5.1 N-2.6.1-3 N-2.7.1	Nutrition and Physical Activity (<i>Health and Fitness 2, Chapters 4-5</i>)	<ul style="list-style-type: none"> • I can identify eating behaviors that promote health, including oral health. • I can identify physical activities that promote the key components of health-related fitness.

			<ul style="list-style-type: none"> • I can explain the importance of limiting one’s screen time and increasing physical activity. • I can describe ways that the media, school, and community influence an individual’s food choices both positively and negatively. • I can describe ways that the media, school, and community influence an individual’s physical activity both positively and negatively. • I can locate places where children and families can be physically active. • I can demonstrate how to make healthy food choices. • I can set a goal to eat the recommended amount of fruits and vegetables every day. • I can set a goal to participate regularly in active play and enjoyable physical activities. • I can set a goal to limit sugary foods and drinks. • I can demonstrate healthy food and beverage choices for meals and snacks.
33-36 (5 hours)	D-2.1.1-3 D-2.3.1 N-2.2.1	Alcohol, Tobacco and Other Drugs (ATOD) Awareness (<i>Health and Fitness 2, Chapters 8-9</i>)	<ul style="list-style-type: none"> • I can describe ways that alcohol, tobacco, and other drugs (ATOD) can be harmful. • I can explain the difference between over-the-counter (OTC) and prescription drugs. • I can describe how medicines and immunizations help fight disease. • I can explain ways to identify safe adults in the school and community from whom students can safely take medicine. • I can explain ways that family, friends, and the media influence an individual’s use of ATOD both positively and negatively.

Third Grade			
Weeks	Standard	Unit	Curriculum
1-9 (11.25 hours)	P-3.1.1-4 P-3.2.1-2 P-3.3.1 P-3.5.1 P-3.6.1 P-3.7.1 P-3.8.1-2	All Around Me (<i>Health and Fitness 3, Chapters 7, 10-12</i>)	<ul style="list-style-type: none"> • I can define the term wellness. • I can examine types of chronic and communicable diseases. • I can discuss wellness practices that keep the body healthy (bathing, toileting, hand washing, cleaning, etc.). • I can describe ways in which a safe and healthy school and community environment can promote personal health (abuse and assault prevention). • I can discuss ways that media messages influence personal health. • I can discuss ways that the environment influences personal and community health (surface contamination, air borne pathogens, liquid borne pathogens, poverty and health, healthy greetings, etc.). • I can use technology to find reliable health information.

			<ul style="list-style-type: none"> • I can demonstrate the ability to apply a decision-making process regarding a personal or community health issue. • I can set a goal to brush teeth for at least two minutes before school and before bedtime. • I can demonstrate ways to keep the eyes, ears, hair, teeth, and body healthy. • I can discuss ways to help others be healthy. • I can describe ways to promote personal, school, community, and environmental health (ex. healthy lifestyle, eating, or recycling campaigns).
10-18 (11.25 hours)	G-3.1.1-4 G-3.7.1 M-3.1.1-4 M-3.2.1-2 M-3.4.1-3 M-3.7.1-2 M-3.8.1	Responsible Growth and Development <i>(Health and Fitness 3, Chapters 1-2)</i>	<ul style="list-style-type: none"> • I can identify physical signs of growth and change that occur during childhood. • I can identify the four stages of the life cycle (e.g., infancy, childhood, adolescence, adulthood). • I can identify major parts of the muscular system (e.g., heart, biceps, triceps, and quadriceps). • I can identify the major parts of the digestive system (e.g., esophagus, intestine, mouth, stomach). • I can demonstrate behaviors that promote healthy growth and development. • I can identify examples of mental, emotional, social, and physical health. • I can define the term peer pressure. • I can identify healthy ways to communicate (e.g., verbal, nonverbal, written). • I can explain grief and discuss ways to deal with loss. • I can identify sources that both positively and negatively influence an individual's mental, emotional, and social health behaviors. • I can identify ways that the media influences an individual's self-concept and health behaviors. • I can identify appropriate verbal and nonverbal communication to enhance healthy behaviors. • I can practice ways to ask for assistance in harmful situations or relationships. • I can identify appropriate electronic communication to enhance health. • I can demonstrate behaviors that promote healthy relationships with families and peers. • I can demonstrate coping strategies for dealing with changes within the family. • I can explain to family members and peers the characteristics of an active bystander.
19-26 (10 hours)	1.I-3.1.1-2 2.I-3.2.1-2 3.I-3.3.1 4.I-3.4.1-2 5.I-3.5.1 6.I-3.6.1 7.I-3.7.1-6	Injury Prevention and Safety <i>(Health and Fitness 3, Chapters 5-6)</i>	<ul style="list-style-type: none"> • I can identify ways to prevent poisoning. • I can describe the characteristics of violent and unsafe behaviors • I can examine media messages that are related to violence and risk behaviors. • I can explain how peers can influence the way an individual handles conflict.

			<ul style="list-style-type: none"> • I can identify school and community resources as well as services that contribute to a safe and healthy environment. • I can demonstrate nonviolent strategies to manage or resolve conflicts. • I can define consent (e.g., by sharing a personal object; by engaging in personal contact such as a hug or a handshake). • I can identify steps to take when making a decision about a safety issue. • I can develop plans for dealing with emergencies that could result in injuries in the home, school, or community. • I can explain safety rules at home, school and the community (e.g., identify dangers associated with hot objects; identify locations and function of working smoke alarms; plan an escape route for family members in case of fire; never open the door to a stranger while at home; never touch an unknown substance; follow directions of a safe adult during a storm; dial 911 for assistance in an emergency). • I can identify safety rules at school and the community (e.g., do not fight on the school bus; tell a safe adult if a peer brings a gun or weapon to school or when someone is being bullied; do not throw rocks on the playground; never tell a stranger on the Internet a personal detail like a school name or home address). • I can describe safety rules in various environmental situations (avoid listening to loud music when walking down the street; tell a safe adult if a person tries to hurt someone, hurt you, makes you feel unsafe, or threatens you; do not approach an unknown animal; learn to swim). • I can demonstrate appropriate responses to emergency situations, including basic first aid. • I can define cyberbullying. • I can describe ways to deal with bullying, cyberbullying, and violence.
27-32 (7.5 hours)	N-3.1.1-6 N-3.2.1 N-3.3.1-2 N-3.5.1 N-3.6.1-2 N-3.8.1	Nutrition and Physical Activity (<i>Health and Fitness</i> 3, Chapters 3-4)	<ul style="list-style-type: none"> • I can define the six essential nutrients and calories. • I can use the current federal Dietary Guidelines for Americans to identify the number of servings from each food group that children need daily. • I can categorize food choices by food group. • I can identify ways to handle and store foods safely. • I can explain ways to be physically active daily and limit screen time. • I can explain health-related fitness and skill-related fitness. • I can identify the various strategies used by the media to influence food choices and physical activity. • I can identify places to access accurate information on healthy eating and physical activity. • I can describe the nutrition information that is found on food labels. • I can identify recommended serving size from each food group that children need daily. • I can create a goal to eat a healthy breakfast daily.

			<ul style="list-style-type: none"> • I can develop a goal to choose healthy foods and beverages, reduce screen time, and be physically active. • I can explain to others why healthy eating and physical activity are important.
33-36 (5 hours)	D-3.1.1-5 D-3.2.1 D-3.8.1	Alcohol, Tobacco and Other Drugs (ATOD) Awareness (<i>Health and Fitness</i> 3, Chapters 8-9)	<ul style="list-style-type: none"> • I can identify the basic parts of the respiratory system (e.g., lungs, bronchioles, and diaphragm). • I can discuss ways that alcohol, tobacco, and other drugs (ATOD) can harm an individual's physical, mental, and social health. • I can define over-the-counter (OTC) and prescription drugs. • I can explain the difference between the use, misuse, and abuse of drugs. • I can define the term refusal skills. • I can explain how family, peers, and the media can influence an individual's ATOD use. • I can explain to family members and peers the harmful effects of ATOD use.

Fourth Grade			
Weeks	Standard	Unit	Curriculum
1-9 (11.25 hours)	G-4.1.1-4 G-4.3.1 G-4.4.1 M-4.1.1-2 M-4.2.1 M-4.3.1 M-4.6.1 M-4.8.1	Body Systems and Personal Health (<i>Health and Fitness</i> 4, Chapters 1-2, 10)	<ul style="list-style-type: none"> • I can list the factors that affect an individual's growth (e.g., nutrition, heredity, and environment). • I can define the terms hormones and puberty. • I can identify examples of the physical, emotional, and social changes that occur in puberty and adolescence. • I can identify personal hygiene needs during puberty and adolescence. Describe the characteristics associated with a positive self-concept. • I can predict the effects of nutritional choices on an individual's health, including oral health. • I can discuss ways to communicate with safe adults about the stages of growth and development. • I can define the term depression. • I can explain ways that peers can influence an individual's self-concept. • I can describe factors that influence individual healthy food choices and physical activity. • I can identify people in the family, school, or community who could provide valid health information about changes that occur during puberty. • I can locate resources in the home, school, and community that provide valid mental, emotional, and social health information. • I can develop a plan to reduce and manage stress. • I can encourage others to use active bystander behaviors when appropriate (e.g., bullying, cyberbullying, ATOD use; abuse and assault prevention).
10-18 (11.25 hours)	N-4.1.1-5 N-4.2.1-2 N-4.3.1	Food, Fitness, and Health	<ul style="list-style-type: none"> • I can identify the six essential nutrients and the food groups that contain each essential nutrient.

	N-4.5.1 N-4.6.1-2 N-4.7.1 N-4.8.1	<i>(Health and Fitness 4, Chapters 3-4)</i>	<ul style="list-style-type: none"> • I can analyze the nutrition information included on food package labels. • I can explain the importance of following the current federal Dietary Guidelines for Americans with regard to portion sizes. • I can explain the interrelationship among food intake, physical activity, and health. • I can describe the benefits of choosing a variety of ways to be physically active. • I can describe factors that influence individual healthy food choices and physical activity. • I can predict the effects of nutritional choices on an individual’s health, including oral health. • I can identify places to access accurate information on healthy foods and physical activity. • I can use nutrition information on food package labels to make healthy food choices. • I can set a nutritional goal and track progress towards achievement. • I can create a goal and track progress to reduce screen time and increase daily physical activity. • I can demonstrate ways to interpret the information on food labels to plan a meal. • I can advocate for others to eat healthy foods and to engage in regular physical activity.
19-22 (5 hours)	I-4.1.1-2 I-4.2.1-3 I-4.4.1 I-4.5.1 I-4.7.1-2	Personal Safety <i>(Health and Fitness 4, Chapters 5-6)</i>	<ul style="list-style-type: none"> • I can discuss the consequences of violent and unsafe behaviors, including gang behavior. • I can describe basic first aid and emergency procedures for accidental loss of teeth or injuries to the mouth or teeth. • I can analyze ways that protective factors promote health and safety (e.g., positive outlook, healthy self-concept, good relationships with parents). • I can identify ways that gangs can threaten individual and community safety. • I can analyze appropriate use of the internet and social media to reduce risk behaviors. • I can model refusal skills that a person can use to resolve conflict and promote personal safety. • I can develop a safe and appropriate plan to employ when using social media (e.g., to tell a safe adult when something feels unsafe; privacy settings; internet safety; appropriate behaviors and photos). • I can demonstrate basic first aid procedures and responses to common emergencies. • I can state ways to keep the mouth safe from injury.
23-27 (6.25 hours)	D-4.1.1-3 D-4.2.1 D-4.4.1 D-4.5.1 D-4.8.1	Alcohol, Tobacco and Other Drugs (ATOD) Awareness <i>(Health and Fitness 4, Chapters 8-9)</i>	<ul style="list-style-type: none"> • I can describe the impact of alcohol, tobacco, and other drugs (ATOD)-use or abuse on the individual, peers, family, and society. D-4.1.2 Discuss reasons that there are laws regulating ATOD use. D-4.1.3 Define the term gateway drugs.

			<ul style="list-style-type: none"> • I can describe factors that can positively and negatively influence a person’s decision to use or not use ATOD. • I can demonstrate effective refusal skills that a person can use to communicate with family and peers about ATOD use. • I can explain why saying “no” to ATOD is a healthy decision. • I can model ways to influence and support others in refusing to use ATOD.
28-36 (11.25 hours)	P-4.1.1 P-4.2.1 P-4.3.1 P-4.4.1 P-4.5.1 P-4.6.1 P-4.7.1-2 P-4.8.1-2	Disease and Heathy Communities <i>(Health and Fitness 4, Chapters 7, 11-12)</i>	<ul style="list-style-type: none"> • I can define the term pathogens. • I can describe ways to prevent or contain communicable diseases. • I can describe the immune system and the way it works • I can describe ways to prevent common childhood injuries and health problems. • I can identify the major parts of the nervous system (e.g., brain, nerves, spinal cord). • I can list ways to reduce exposure to harmful environmental factors (e.g., ultraviolet rays, pollutants). • I can analyze ways that family, peers, school, community, culture, and the media influence personal health practices and behaviors. • I can locate valid health information, products, and services that promote personal and community health, including oral health, environmental health, and the prevention of disease. • I can demonstrate ways to ask for assistance to promote personal health. • I can explain when adult assistance is needed in order to make a health-related decision. • I can identify a personal health goal and name resources to help achieve that goal. • I can develop a plan to achieve recommended sleep habits (e.g., recommended number of sleep hours; limited screen time and food prior to bedtime) to promote overall health. • I can implement a personal health plan with the help of a parent or guardian. • I can demonstrate ways to influence and support others in making healthy choices related to personal health. • I can encourage others to keep the air, land, and water clean and safe.

Fifth Grade			
Weeks	Standard	Unit	Curriculum
1-9	G-5.1.1-4 G-5.3.1 G-5.4.1-2 G-5.5.1 M-5.1.1-2 M-5.2.1	Body Systems and Personal Health <i>(Health and Fitness 5, Chapters 1-2, 10;</i>	<ul style="list-style-type: none"> • I can describe the structures and function of the respiratory system. • I can review circulatory system. • I can describe the physical, emotional, and social changes that occur in puberty and adolescence (e.g., changes in

	M-5.3.1 M-5.5.1 M-5.6.1 M-5.7.1-2	<i>Changing Bodies</i> curriculum)	<p>voice; growth of body and facial hair; sensitivity to peer influence; mood swings).</p> <ul style="list-style-type: none"> • I can define the term abstinence. • I can locate people in the family, school or community who can provide valid health information about the changes that occur during puberty. • I can discuss ways to communicate with parents, teachers, or other safe adults about the stages of growth and development that take place during adolescence. • I can demonstrate ways to ask for assistance in harmful situations or relationships (abuse and assault prevention). • I can discuss the benefits of deciding to abstain from sexual activity and to remain abstinent. • I can describe coping strategies to promote mental health. • I can identify positive and negative stressors. • Analyze media influences an individual’s thoughts, feelings, self-concept, and health behaviors. • I can identify a safe adult to talk with if something is bothering them or someone they know. • I can identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health. • I can develop a plan to reduce and manage stress. • I can model behaviors that promote healthy relationships with family and peers. • I can demonstrate positive self-management skills.
10-18	N-5.1.1-5 N-5.2.1 N-5.3.1 N-5.4.1-2 N-5.5.1-3 N-5.7.1 N-5.8.1-2	Food, Fitness, and Health <i>(Health and Fitness 5, Chapters 3-4)</i>	<ul style="list-style-type: none"> • I can examine the six essential nutrients, their function, and foods or food groups in which they are present. • I can identify the benefits of following the current federal Dietary Guidelines for Americans. • I can describe methods of safe food handling and preparation. • I can discuss the benefits of moderate to vigorous physical activity. • I can explain basic precautions to help prevent injury during physical activity. • I can investigate the various strategies used by the media to influence food choices and physical activity. • I can locate resources (e.g., American Dietary Guidelines, American Dental Association, American Public Health Association, Centers for Disease Control and Prevention) that provide valid information on the link between excessive sugar consumption and diseases (e.g., obesity, diabetes, tooth decay). • I can discuss with family members and peers ways to make healthy food choices. • I can discuss with family members and peers ways to minimize screen time and be physically active. • I can select healthy food choices from a menu. • I can describe physical activities that promote health-related fitness.

			<ul style="list-style-type: none"> • I can explore the advantages of using fresh foods and produce. • I can demonstrate healthy food and beverage choices along with physical activities that reduce or help eliminate health risks, including obesity and tooth decay. • I can encourage peers, family, and others to choose healthy foods and be physically active. • I can advocate for physical activity in school and in the community.
19-25	I-5.1.1-4 I-5.2.1-2 I-5.4.1-3 I-5.5.1 I-5.7.1-3 I-5.8.1	Personal Safety <i>(Health and Fitness 5, Chapters 5-6)</i>	<ul style="list-style-type: none"> • I can examine the impact of violent and unsafe behaviors. • I can explain cardiopulmonary resuscitation (CPR). • I can discuss strategies to effectively deal with cyberbullying. • I can define sexting. • I can discuss family, peer, and cultural influences on the way an individual deals with conflict. • I can analyze media messages on the subject of violence and risk behaviors. • I can utilize effective communication strategies, including negotiation skills, to resolve conflicts and promote personal safety. • I can identify the appropriate steps to take when being bullied or cyberbullied. • I can explain the role of an active bystander when another person is being bullied or cyberbullied. • I can discuss when it is necessary for a person to seek help to protect personal safety or that of others. • I can describe what to do if someone displays a weapon at home, at the school, or in the community. • I can implement safety strategies to avoid causing injury to self and to others. • I can demonstrate strategies for dealing with conflict, bullying, cyberbullying, unhealthy relationships, abuse, and violence. • I can explain safety rules for when a person is home alone and with others including internet safety and social media. • I can advocate for disaster preparedness for home and school.
26-30	D-5.1.1-3 D-5.2.1 D-5.3.1 D-5.4.1 D-5.5.1 D-5.6.1 D-5.7.1 D-5.8.1	Alcohol, Tobacco and Other Drugs (ATOD) Awareness <i>(Health and Fitness 5, Chapters 8-9)</i>	<ul style="list-style-type: none"> • I can define the terms alcohol, tobacco, and other drugs (ATOD) use, abuse, addiction, and withdrawal. • I can explain the link between tobacco use and diseases, including oral disease. • I can describe the link between alcohol use, injury, and disease. • I can discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco. • I can demonstrate the ability to locate valid information and resources concerning ATOD. • I can demonstrate effective refusal skills regarding ATOD.

			<ul style="list-style-type: none"> • I can explain how ATOD can affect the way individuals make decisions and perform tasks. • I can identify ways that ATOD use can interfere with the achievement of a person's goals. • I can implement strategies for dealing with peer pressure. • I can write a plan to advocate for a tobacco free community.
31-36	P-5.1.1-3 P-5.2.1 P-5.3.1 P-5.4.1 P-5.6.1 P-5.8.1	Disease and Heathy Communities (<i>Health and Fitness 5, Chapters 7, 11-12</i>)	<ul style="list-style-type: none"> • I can discuss the barriers to a person's practicing healthy behaviors. • Describe ways that family health history can affect a person's health. • Identify ways that health care providers promote health and detect and treat problems. • I can examine how family, peers, school, community, and culture can positively and negatively influence personal health practices and behaviors. • I can locate resources from home, school, and community that provide valid health information. • I can demonstrate consent and refusal skills to avoid or reduce health risks. • I can construct a plan, including monitoring and assessing progress, to achieve a health goal. • I can utilize strategies to promote keeping the environment clean and safe.

Secondary Scope and Sequence

Middle School

Grade 6-8 Overview – Sixth grade students will receive a minimum of 75 minutes per week of health instruction for 36 weeks or the equivalent, which must equal at least 45 hours per year. Seventh and eight grade students receive a minimum of 250 minutes a week for nine weeks of comprehensive health education or the equivalent of 37.5 total hours each year. Curricular supports include but are not limited to the *Common Sense Media Digital Citizenship Curriculum*, *Harcourt's Health and Fitness* text, *Safer Choices* curriculum, and *Moving to Success* curriculum. Domestic Violence Prevention and Abuse and Assault Prevention are embedded within the units.

Sixth Grade – Elementary			
Weeks	Standard	Unit	Curriculum
1-2 (9 hours)	I-6.1.2-4 M-6.1.1-5 I-6.2.1 M-6.2.1-2 P-6.2.1 G-6.4.1 M-6.4.1 I-6.5.1 M-6.5.1	A Healthy Foundation (<i>Teen Health 1, Chapters 1-3</i>)	<ul style="list-style-type: none"> • I can examine issues surrounding violence and discuss strategies for violence prevention. • I can describe situations that constitute bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence (abuse and assault prevention). • I can discuss ways sexting violates personal boundaries. • I can discuss the importance of a positive self-concept.

	G-6.7.1 I-6.7.1 M-6.7.1-3		<ul style="list-style-type: none"> • I can define the term resiliency. • I can examine grief and ways to deal with loss. • I can review decision making models. • I can identify the risk of self-harm. • I can give examples of the threat of gangs or other violent behaviors to personal safety. • I can compare ways that family and peers influence the mental, emotional, and social health of adolescents. • I can examine the interrelationship among mental, emotional, social, and physical health in adolescence. • I can compare ways that peers and the media influence healthy and unhealthy behaviors. • I can demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships. • I can discuss healthy ways to express feelings and relieve stress. • I can demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. • I can describe the advantages and disadvantages of communicating using technology and social media, including the use of the internet. • I can discuss when it is important to seek information, support, and assistance regarding mental, emotional, and social health. • I can identify coping strategies to address the physical, emotional, and social changes that occur during adolescence. • I can demonstrate behaviors and strategies to manage anger and conflict in healthy ways. • I can discuss strategies to maintain or improve mental, emotional, and social health. • I can compare and contrast the characteristics of healthy and unhealthy relationships. • I can analyze the ways in which friends, family, media, society, and culture can influence relationships.
2-3 (2.5 hours)	P-6.1.2-3 G-6.2.1 M-6.3.1	Personal Health (<i>Teen Health 1</i> , Chapter 4)	<ul style="list-style-type: none"> • I can give examples of personal hygiene practices (e.g., bathing; using deodorant; brushing and flossing teeth; grooming hair). • I can describe ways a dentist helps to keep teeth and gums healthy. • I can describe the influence of families and peers on a person's body image. • I can demonstrate the ability to locate appropriate health information and services for dealing with mental health issues within the community.
3-5 (11.5 hours)	N-6.1.1-7 N-6.3.1 P-6.6.1 N-6.7.1-2 N-6.8.1	Nutrition and Physical Activity (<i>Teen Health 1</i> , Chapter 5)	<ul style="list-style-type: none"> • I can 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). • I can define the term disordered eating.

			<ul style="list-style-type: none"> • I can explain how the body uses the six essential nutrients. • I can differentiate between unhealthy and healthy foods, snacks, and beverages. • I can investigate the nutrition information on food labels to compare products. • I can describe the interrelationship among diet, physical activity level, and body weight. • I can examine food intake and physical activity in relation to the current federal Dietary Guidelines for Americans. • I can access valid information on healthy eating and physical activity. • I can set a SMART 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). • I can construct a nutrition plan that meets the current federal Dietary Guidelines for Americans, with an emphasis on healthy foods and beverages. • I can create and implement a plan to engage in moderate to vigorous daily physical activity. • I can examine ways to encourage family and peers to choose healthy foods from local producers and increase their physical activity.
5-8 (11.5 hours)	G-6.1.1-8 G-6.3.1 G-6.4.2 I-6.4.1 G-6.5.1-2 G-6.7.2-3	Growth and Development (<i>Teen Health 1, Chapter 6; Safer Choices curriculum</i>)	<ul style="list-style-type: none"> • I can explain how family roles, rules, and responsibilities change over time. • I can describe how the endocrine system affects growth and development. • I can identify the structures and functions of the male and female reproductive systems. • I can explain why abstinence is the most effective means of protecting reproductive health. (Taught at option of local school board). • I can describe the scientific process of fertilization. • I can describe the signs and symptoms of pregnancy. • I can identify reproductive problems found in males and females. • I can define the terms sexually transmitted infections and diseases (STIs/STDs) and human immunodeficiency virus (HIV). • I can discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology. • I can demonstrate the ability to access appropriate resources for dealing with bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence. • I can demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and abstinence. (Taught at option of local school board).

			<ul style="list-style-type: none"> • I can identify steps in a decision-making process that promotes abstinence and avoids risk behaviors. (Taught at option of local school board). • I can demonstrate ways to communicate with parents, family members, or other safe adults about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, sexual abuse, sexual assault, domestic violence, and dating violence. • I can 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. • I can describe appropriate steps a person should take if they become the victim of sexual harassment, sexual abuse, or sexual assault. • I can 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, and clergy).
8 (2.5 hours)	P-6.1.1 & 4	Preventing Disease (<i>Teen Health 1</i> , Chapter 7)	<ul style="list-style-type: none"> • I can compare strategies for reducing risks of chronic and communicable diseases. • I can define what it means to be a blood donor.
8-9 (5 hours)	D-6.1.1-3 D-6.2.1 D-6.3.1 D-6.4.1-2 D-6.6.1 D-6.7.1-2 D-6.8.1	Alcohol, Tobacco and Other Drugs (ATOD) Awareness (<i>Teen Health 1</i> , Chapters 8-9)	<ul style="list-style-type: none"> • I can identify reasons why individuals use and abuse alcohol, tobacco, and other drugs (ATOD). • I can describe short and long-term effects and consequences of ATOD use, including secondhand smoke. • I can discuss the risks associated with over-the-counter and prescription drugs. • I can analyze the influence of family and peers on a person’s ATOD use. • I can discuss how to identify sources of help for someone who abuses ATOD. • I can utilize refusal skills to avoid ATOD use and to reduce risk behaviors. • I can determine how to lessen the likelihood of being involved in risk behaviors. • I can state a specific, measurable, attainable, realistic, and timely (SMART) goal to avoid ATOD use. • I can demonstrate ways to avoid potentially harmful situations involving ATOD use. D-6.7.2 Demonstrate ways ATOD contributes to harmful situations and behaviors to reduce risk and decrease the chance of being affected. • I can describe ways to advocate to others the benefits of not using ATOD
9 (2.5 hours)	I-6.1.1 P-6.3.1 P-6.5.1 I-6.7.2-3 P-6.7.1-2 I-6.8.1-2 P-6.8.1	Safety and the Environment (<i>Teen Health 1</i> , Chapter 10)	<ul style="list-style-type: none"> • I can describe ways to reduce and prevent injuries (e.g., helmets, mouth guards, safety equipment, seat belts, and water-safety devices). • I can discuss how to determine whether health information, products, and services are valid. • I can identify circumstances that can help or hinder healthy decision making.

			<ul style="list-style-type: none"> • I can discuss ways to avoid or reduce threatening situations. • I can discuss protective strategies to reduce the risk of violence in a person’s home, school, and community. • I can explain the importance of assuming responsibility for personal health behaviors. • I can construct a plan to reduce environmental health risks in the school or community. • I can describe ways to advocate for a safe school environment. • I can list ways to intervene in situations where unsafe behaviors are taking place. • I can state a health-enhancing position on a health-related topic and support it with accurate information.
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Seventh Grade			
Weeks	Standard	Unit	Curriculum
1 (4.6 hours)	P-7.1.1-3 M-7.3.1 P-7.6.1-2	You and Your Health (<i>Teen Health 2</i> , Chapters 1-2)	<ul style="list-style-type: none"> • I can identify strategies to prevent or lessen common adolescent health issues (e.g., acne, disordered eating, and inactivity). • I can explain how oral health problems can affect overall health. • I can determine ways that hereditary and environmental factors affect personal health. • I can identify situations that may require professional mental, emotional, and social health services. • I can explain ways that health goals can vary with changing abilities, priorities, and responsibilities. • I can develop a SMART goal to adopt, maintain, or improve a personal health practice (e.g., avoid ATOD; promote safety; brush and floss teeth).
2-3 (9.2 hours)	N-7.1.1-7 N-7.2.1-2 N-7.5.1 N-7.6.1-2 N-7.8.1	Nutrition and Physical Activity (<i>Teen Health 2</i> , Chapter 3-4)	<ul style="list-style-type: none"> • I can explain reasons why a person should follow the current federal Dietary Guidelines for Americans. • I can analyze the benefits of healthy eating in relation to disease prevention. • I can identify signs and symptoms of disordered eating. • I can define hydration and explain its benefits during physical activity. • I can explain the benefits of engaging in moderate to vigorous physical activity daily. • I can analyze the relationship between healthy foods and beverages, calories, and physical activity. • I can explain safe food handling and preparation. • I can analyze ways that culture and the media influence an individual’s food choices and physical activity. • I can examine the influence of screen time on the physical activity levels of adolescents. • I can compare food choices from a variety of sources, including restaurants and food at home, to the current federal Dietary Guidelines for Americans.

			<ul style="list-style-type: none"> • I can set a specific, measurable, attainable, realistic, and timely (SMART) goal to achieve a balanced nutrition plan. • I can create a SMART goal to increase physical activity by monitoring the progress of that goal and making the necessary adjustments to reach it. • I can demonstrate ways to advocate the benefits of choosing healthy foods and beverages, and increasing one's physical activity.
4 (1.8 hours)	I-7.3.1 N-7.7.1 P-7.7.1	Personal health and Consumer Choices (<i>Teen Health 2, Chapter 5</i>)	<ul style="list-style-type: none"> • I can demonstrate the ability to utilize resources at home and in the school and community that provide valid safety information and services. • I can explain the relationship between food selection and oral health. • I can describe strategies to detect and treat common health problems.
4-6 (9.2 hours)	G-7.1.1-8 G-7.3.1-2 G-7.4.1 G-7.5.1	Growth and Development (<i>Teen Health 2, Chapter 6; Safer Choices curriculum</i>)	<ul style="list-style-type: none"> • I can explain the structures and functions of the male and female reproductive systems • I can describe the advantages of abstinence. (Taught at discretion of local Board) • I can describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth. • I can describe signs and symptoms and effective treatment of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS). • I can explain effective methods for the prevention of STIs/STDs, HIV, and AIDS. • I can explain effective methods for the prevention of unintended pregnancy in the context of future family planning. (Taught at discretion of local Board) • I can discuss the impact of bullying, cyberbullying, dating violence, domestic violence, sexual harassment, rape, sexual assault, sexual abuse, and consent. • I can discuss South Carolina laws related to the sexual conduct of minors, including criminal sexual conduct through the use of technology. • I can demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs, HIV, and AIDS. • I can locate valid information and resources related to dating violence, sexual harassment, sexual abuse, and sexual assault. • I can demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors. (Taught at discretion of local Board) • I can apply a decision-making process to promote abstinence and to avoid risk behaviors. (Taught at discretion of local Board)
6-7 (4.6 hours)	M-7.1.1 P-7.2.1-2 I-7.4.1-2	Understanding Yourself and Others	<ul style="list-style-type: none"> • I can demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

	<p>M-7.4.1-4 P-7.4.1 I-7.5.1 M-7.7.1-5 M-7.8.1 G-8.1.1</p>	<p>(Teen Health 2, Chapter 7-9)</p>	<ul style="list-style-type: none"> • I can explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors. • I can analyze ways that environmental conditions affect personal and community health. • I can analyze effective conflict management or resolution strategies. • I can demonstrate communication and refusal skills to promote boundary setting when using technology (e.g., social media, sexting). • I can explain how talking about feelings and emotions promotes mental health. • I can describe ways to treat self and others with dignity and respect. • I can describe ways to respond when someone is being bullied or harassed. • I can demonstrate communication skills that foster healthy relationships. • I can demonstrate how to ask for assistance to enhance the health of self and others. • I can develop a plan for the safe use of technology, including social media and texting. • I can discuss coping strategies for managing stress, anger, and other feelings, including depression, and thoughts of self-harm or suicide. • I can analyze the similarities and differences between friendships and romantic relationships. • I can describe a range of ways people express affection within various types of relationships. • I can describe the potential impacts of power differences such as age, status, or position within relationships. • I can discuss strategies for dealing with harmful behaviors in relationships, including dating violence. • I can demonstrate ways to advocate for safe environments that encourage respectful treatment of self and others. • I can 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>7-8 (4.6 hours)</p>	<p>D-7.1.1-4 D-7.2.1 D-7.3.1 D-7.5.1-2 D-7.7.1 D-7.8.1</p>	<p>Alcohol, Tobacco and Other Drugs (ATOD) Awareness</p> <p>(Teen Health 2, Chapters 10-11)</p>	<ul style="list-style-type: none"> • I can compare and contrast drug misuse, drug abuse, and drug dependence. • I can describe risks associated with alcohol, tobacco, and other drugs (ATOD)-use, abuse, and addiction. • I can define opioid prescription medication and drugs. • I can discuss the impact of ATOD use and abuse on individuals, peers, and family members. • I can analyze the influence of culture and the media on ATOD use and nonuse. • I can access valid resources for ATOD related problems. • I can apply a decision-making process to issues dealing with ATOD.

			<ul style="list-style-type: none"> • I can explain ways a person’s decisions about ATOD affect relationships with family members and peers. • I can discuss guidelines for using prescription and over-the-counter (OTC) drugs properly. • I can demonstrate ways to advocate remaining drug-free.
8 (1.8 hours)	I-7.7.1	Understanding Disease Prevention (<i>Teen Health 2</i> , Chapter 12-13)	<ul style="list-style-type: none"> • I can develop injury prevention and treatment strategies for personal and family health.
9 (4.6 hours)	I-7.1.1-2 P-7.8.1-2	Safety and the Environment (<i>Teen Health 2</i> , Chapter 14-15)	<ul style="list-style-type: none"> • I can explain the consequences of gangs and bullying/cyberbullying. • I can illustrate emergency situations (e.g., choking, drowning, poisoning) and safe methods of responding to them (e.g., cardiopulmonary resuscitation (CPR) and universal precautions). • I can advocate for a healthy school, community, and natural environment. • I can identify the ways in which blood and tissue donations are related to health promotion.

Eighth Grade			
Weeks	Standard	Unit	Curriculum
1 (4.6 hours)	M-8.1.1-4 P-8.1.1-3 M-8.3.1 P-8.7.2	Taking Charge of Your Health (<i>Teen Health 3</i> , Chapters 1-3)	<ul style="list-style-type: none"> • I can examine factors that contribute to a positive self-concept. • I can discuss the interrelationship among mental, emotional, social, and physical health during adolescence. • I can describe the characteristics of resiliency. • I can demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. • I can explain the components of personal wellness. • I can discuss how heredity, lifestyle, behaviors, environment, and medical care influence an individual’s health. • I can research ways in which organ, tissue, and blood donations enhance health promotion. • I can locate valid health information, products, and services. • I can list actions to include in an oral health plan (e.g., floss, receive regular dental cleanings, and brush twice a day).
2-3 (9.2 hours)	G-8.2.1 I-8.2.1-2 M-8.2.1-3 P-8.2.1 G-8.4.1 I-8.4.1 M-8.4.1 I-8.5.1 M-8.6.1 I-8.7.1-2 M-8.7.1-4	Building Safe and Healthy relationships (<i>Teen Health 3</i> , Chapter 4-7)	<ul style="list-style-type: none"> • I can explain ways that culture and the media influence families and relationships. • I can explain the effect of gangs on personal safety in the community. • I can discuss the risk factors, prevention, and support for someone who is involved in human trafficking. • I can examine how family, peers, and the media influence the mental, emotional, and social health of adolescents. • I can evaluate how external influences affect feelings of depression, as well as the risk of self-harm and suicide.

			<ul style="list-style-type: none"> • I can explain ways that the media influences an individual's body image. • I can discuss the ways that social norms influence healthy and unhealthy decisions and behaviors. • I can discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships. • I can apply refusal and negotiation skills to reduce the risk of injury and promote personal safety. • I can demonstrate communication skills that foster healthy relationships • I can 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. • I can implement a stress-management plan. • I can demonstrate behaviors and strategies to manage conflict in healthy ways. • I can plan protective strategies to reduce the risk of violence in the home, school, and community. • I can implement strategies to maintain or improve mental, emotional, and social health. • I can demonstrate effective skills to negotiate agreements about the use of technology in relationships. • I can discuss coping strategies to increase resiliency. • I can describe the potential impacts of power differences such as age, status, or position within relationships.
4-5 (9.2 hours)	N-8.1.1-3 N-8.2.1-2 N-8.4.1 N-8.6.1-3 N-8.7.1 N-8.8.1	Physical Health and Fitness (<i>Teen Health 3</i> , Chapter 8-10)	<ul style="list-style-type: none"> • I can examine the benefits of choosing healthy foods while following the current federal Dietary Guidelines for Americans. • I can discuss ways that disordered eating impacts an individual's health, including oral health. • I can explain the mental, social and physical benefits of moderate to vigorous physical activity. • I can describe ways that personal economics and geographic location influence food choices and availability. • I can discuss the influence of the environment on a person's physical activity. • I can explain to others the importance of variety and moderation in food selection and consumption with emphasis on healthy foods and beverages. • I can create a personal SMART goal to achieve a balanced nutrition plan, monitor the progress of that goal, and make the necessary adjustments to reach it. • I can develop and implement a plan to increase physical activity. • I can develop and implement a personal balanced nutritional plan that benefits oral health as well as overall health. • I can articulate the importance of assuming personal responsibility for consuming healthy foods and beverages, and engaging in physical activity.

			<ul style="list-style-type: none"> I can implement an advocacy plan to promote healthy food and beverage choices, and physical activity in the community.
6 (4.6 hours)	D-8.1.1-3 D-8.2.1-2 D-8.5.1-2 D-8.8.1	Alcohol, Tobacco and Other Drugs (ATOD) Awareness (<i>Teen Health 3, Chapters 11-12</i>)	<ul style="list-style-type: none"> I can discuss the reasons that individuals use and abuse alcohol, tobacco, and other drugs (ATOD). I can examine the short and long-term effects and consequences of ATOD use, including the impact on society. I can explain ways to access laws relating to ATOD use, possession, and sales. I can discuss the influence of family, peers, culture, and the media on an individual's opioid use, abuse and dependence. I can evaluate the influence of family, peers, culture, and the media on an individual's ATOD use. I can examine ways that a person's decisions about ATOD affect his or her family and peers, as well as society. I can explain when and how to ask for assistance in dealing with ATOD abuse with family members. I can advocate for positive alternatives to ATOD use.
7-8 (9.2 hours)	G-8.1.2-8 G-8.2.2 G-8.3.1-2 G-8.5.1 G-8.6.1-2 G-8.7.1	Understanding Your Body (<i>Teen Health 3, Chapter 14-16; Safer Choices curriculum</i>)	<ul style="list-style-type: none"> I can compare and contrast the structures and functions of the male and female reproductive systems. I can describe health issues that can affect male and female reproductive systems. I can discuss the advantages of abstinence. (Taught at discretion of local Board) I can describe signs and symptoms and effective treatments of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS). (Taught at discretion of local Board) I can explain effective methods for the prevention of STIs/STDs, HIV, AIDS, and unintended pregnancy. (Taught at discretion of local Board) I can discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology. I can examine the scientific process of fertilization, prenatal care and development, childbirth, and postnatal care. I can discuss the influence of family, peers, culture, and the media on personal decisions about sexual behavior. I can evaluate the availability of valid information, community resources, and testing locations related to reproductive health and STIs/STDs. I can access valid information and resources related to bullying, cyberbullying, dating violence, sexual harassment, sexual abuse, and sexual assault. I can utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors. (Taught at discretion of local Board)

			<ul style="list-style-type: none"> • I can compare and contrast ways to communicate with parents, family members, and other safe adults about reproductive health and responsible behaviors. • I can apply a decision-making process to promote abstinence and to avoid risk behaviors, including the use of the internet. • I can set a personal specific, measurable, attainable, realistic, and timely (SMART) goal to protect oneself from STIs/STDs, HIV, and AIDS. G-8.6.2 Explain effective methods for the prevention of unintended pregnancy in the context of future family planning. (Taught at discretion of local Board) • I can explain how to effectively support a person who has been a victim of sexual assault, sexual abuse, rape, domestic violence, or dating violence.
9 (0.9 hours)	P-8.7.1	Diseases and Disorders (<i>Teen Health 3, Chapter 17-18</i>)	<ul style="list-style-type: none"> • I can explain behaviors that may lead to the spread of communicable diseases.
9 (3.7 hours)	I-8.1.1-3 I-8.8.1 P-8.8.1-2	Safety and Environmental Health (<i>Teen Health 3, Chapter 19-20</i>)	<ul style="list-style-type: none"> • I can identify ways to reduce risk of unintentional and intentional injuries in the home, school, and community. • I can research the impact of gang activity on individuals, peers, family, school, and the community. • I can define human trafficking. • I can encourage others to provide active bystander-interventions when others are at risk. • I can demonstrate ways to encourage others to avoid risk behaviors. • I can demonstrate ways to advocate for a healthy environment.

High School

Grade 9-12 Overview – Students receive instruction in comprehensive health education, including at least seven hundred fifty minutes of reproductive health education and pregnancy prevention education. This is provided either during PE class, during a Health elective class, or during JROTC when taught by an appropriately certified instructor. Curricular supports include but are not limited to the *Common Sense Media Digital Citizenship Curriculum*, *Holt’s Lifetime Health* text, *Safer Choices* curriculum, and *the American Heart Association CPR/AED DVD*.

High School Comprehensive Health Unit			
Weeks	Standard	Unit	Curriculum
1-2 (180 min)	N-HS.1.2 P-HS.4.1 N-HS.6.2 I-HS.8.1-2 N-HS.8.2	Community Health (<i>Lifetime Health, Ch. 1</i>)	<ul style="list-style-type: none"> • I can explain the benefits of practicing a moderate to active lifestyle. • I can consider ways to seek assistance for enhancing personal health and offering assistance to enhance the health of others. • I can set a SMART goal to attain the federally recommended levels of physical activity and physical fitness for Americans.

			<ul style="list-style-type: none"> • I can advocate for disaster preparedness in the home, school, and community. • I can advocate for safe environments that encourage dignified and respectful treatment of everyone (abuse and assault prevention). • I can advocate for self and others to increase their level of physical activity.
3 (90 min)	P-HS.5.1-3 P-HS.8.1-2	Consumer Health (<i>Lifetime Health</i> , Ch. 6-8)	<ul style="list-style-type: none"> • I can recognize barriers to healthy decision-making. • I can justify when individual or collaborative decision-making is appropriate. • I can 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). • I can advocate for the promotion and protection of a healthy and safe environment, including community, personal, and family environments. • I can explain ways that peers, family, and community can participate in organ and tissue donations.
4 (90 min)	I-HS.4 1	Environmental Health (<i>Lifetime Health</i> , Ch. 9-12)	<ul style="list-style-type: none"> • I can 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).
5 (90 min)	P-HS.6.1 M-HS.7.1-4 P-HS.7.1	Growth and Development (<i>Lifetime Health</i> , Ch. 6-8)	<ul style="list-style-type: none"> • I can create a long-term personal health plan that is adaptable to changing health needs based on genetics, family history, and personal health behaviors. • I can implement a plan to increase personal resiliency. • I can demonstrate strategies to develop and maintain a positive self-image. • I can demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships). • I can establish boundaries that promote safety, respect, awareness, and acceptance. • I can implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.
6-7 (180 min)	N-HS.1.1 N-HS.2.1-4 N-HS.3.1-3 N-HS.5.1 N-HS.6.1 N-HS.7.1-2 N-HS.8.1	Nutritional Health (<i>Lifetime Health</i> , Ch. 7)	<ul style="list-style-type: none"> • I can explain how the current federal Dietary Guidelines for Americans are useful in planning a menu of healthy foods and beverages. • I can analyze ways that emotions and feelings influence food choices, eating behaviors, and physical activities of individuals. • I can examine ways that the media, and advertising and marketing practices affect food choices, eating behaviors, and physical activity levels of individuals. • I can debate the influence of school policies on food choices, eating behaviors and physical activities. • I can investigate ways that unhealthy eating behaviors and an inactive lifestyle contribute to chronic disease.

			<ul style="list-style-type: none"> • I can research valid information to explore local access to healthy foods. • I can explain valid information and local options regarding physical activity. • I can access community programs and services that help others gain access to affordable healthy foods. • I can utilize the current federal Dietary Guidelines for Americans to compare and contrast food choices on a variety of menus. • I can set a SMART goal to achieve a healthy eating plan by limiting sugar, fat, and salt consumption. • I can implement a wellness plan that meets the current federal Dietary Guidelines for Americans and the federal physical activity guidelines for Americans. • I can examine the relationship between personal nutritional intake and overall physical, oral, and mental health. • I can encourage others to choose healthy foods.
8-10 (270 min)	N-HS.1.3 P-HS.1.1 I-HS.2.1-2 M-HS.2.1-3 P-HS.2.1-6 M-HS.3.1-2 P-HS.3.1 M-HS.5.1-2 I-HS.6.1 M-HS.6.1 M-HS.8.1-2	Personal Health and Dental Health (<i>Lifetime Health</i> , Ch. 1-5)	<ul style="list-style-type: none"> • I can describe the importance of healthy eating and physical activity in maintaining good health, including oral health. • I can differentiate between health promotion and risk behaviors. • I can 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 can analyze the influence of peers and the media on the way an individual operates a motor vehicle and observes safety precautions, including distracted driving. • I can 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). • I can analyze how resiliency impacts depression, anxiety, suicidal behavior, and crises. • I can examine characteristics of healthy and unhealthy relationships and the impact of external influences. • I can analyze the influence of family, peers, culture, the media and technology on health behaviors. • I can assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors. • I can explore ways that environmental factors can affect the health of the community. • I can investigate ways that research and medical care influence the prevention and treatment of health problems. • I can compare the connection between personal health and access to healthcare, including oral health care.

			<ul style="list-style-type: none"> • I can examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention. • I can access valid mental, emotional, and social health information and services for self and others. • I can explore valid resources for crisis-management and resiliency, including suicide intervention and prevention for self and others (e.g., hotlines, therapists). • I can access local health care services, including oral health. • I can articulate ways to communicate care, consideration, and respect for self and others. • I can model skills for assisting someone who is in crisis or is exhibiting suicidal attitudes or behaviors. • I can discuss scenarios that demonstrate resiliency. • I can recognize the warning signs of anxiety, depression, and suicidal behavior. • I can discuss situations that may require professional mental, emotional, and social health services. • I can develop coping strategies to avoid, manage, and minimize participation in violent activities, including gang involvement. • I can review resiliency and develop a personal plan to increase or maintain one’s personal resiliency. • I can promote intervention and outreach for others dealing with unhealthy relationships. • I can promote intervention and outreach for those dealing with suicidal intentions or behavioral health problems (e.g., peers, family members).
11 (90 min)	P-HS.1.2-4	Prevention and Control of Disease (<i>Lifetime Health</i> , Ch. 13-15)	<ul style="list-style-type: none"> • I can interpret personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors. • I can examine strategies for the prevention and treatment of chronic and communicable diseases. • I can explain ways that the environment and personal health are interrelated.
12-13 (180 min)	D-HS.1.1-4 D-HS.2.1-3 D-HS.3.1 D-HS.5.1 D-HS.6.1 D-HS.7.1 D-HS.8.1-2	Substance Use and Abuse (ATOD) (<i>Lifetime Health</i> , Ch. 9-12)	<ul style="list-style-type: none"> • I can discuss the benefits of avoiding alcohol, tobacco, and other drugs (ATOD). • I can examine the impact of ATOD use and abuse on the individual, his or her family, and society as a whole. • I can describe the cycle of ATOD addiction as it relates to individuals and families. • I can examine the effects of ATOD on fetal development. • I can discuss the laws related to ATOD that can affect the ability to give or perceive the provision of consent to sexual activities. • I can evaluate personal, family, economic, legal, and societal issues that influence ATOD use, including motor vehicle accidents.

			<ul style="list-style-type: none"> • I can examine ways that media messages and marketing techniques influence the use of ATOD, including e-cigarettes. • I can access valid information and resources to assist in dealing with ATOD issues for self and others. • I can 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). • I can predict ways that short and long-term goals can be affected by ATOD use. • I can practice strategies for dealing with family, peer, and cultural pressure regarding ATOD (e.g., opioid, prescription drugs, heroin). • I can encourage positive alternatives to ATOD use. • I can promote intervention and outreach for those dealing with ATOD use or abuse (e.g., peers, family members).
14-15 (180 min)	M-HS.1.1-2	Mental and Emotional Health <i>(Lifetime Health, Ch. 3-4)</i>	<ul style="list-style-type: none"> • I can define the term crisis, including the stages of loss and grief, signs and risks of depression and anxiety, self-destructive behaviors, and suicide. • I can identify resiliency, including stress-reduction skills and positive coping strategies.
16-17 (765 min)	G-HS.1.1-8 G-HS.2.1-7 G-HS.3.1-3 G-HS.4.1-3 G-HS.5.1 G-HS.6.1-2 G-HS.7.1 G-HS.8.1	Reproductive Health, Family Planning, and Pregnancy Prevention <i>(Lifetime Health, Ch. 16-21; Safer Choices curriculum)</i>	<ul style="list-style-type: none"> • I can describe physical, social, and emotional changes that occur during adolescence. • I can examine health behaviors that are specifically related to the male and female reproductive systems (e.g., self-examination). • I can describe the benefits of abstinence. (Females must be taught separately.) • I can identify the benefits, effectiveness, risks, and methods of pregnancy-prevention. (Females must be taught separately.) • I can 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). • I can describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth. • I can discuss responsible prenatal, perinatal, and postnatal care. • I can identify the benefits of adoption. • I can analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality. • I can compare and contrast the potentially positive and negative roles of technology and social media in relationships. • I can discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image. • I can describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.

			<ul style="list-style-type: none"> • I can describe the impact of adolescent pregnancy on individuals, families, and communities. • I can examine the laws related to sexting. • I can examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence. • I can access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments). • I can research local resources to help a survivor recover from sexual violence or abuse. • I can 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. • I can model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship. • I can demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors. • I can evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities. • I can assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment. • I can set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers. • I can create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior. • I can discuss respect for the boundaries of others as they relate to intimacy and sexual behavior. • I can promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
18 (90 min)	I-HS.1.2-4	Sexual Assault and Abuse (<i>Lifetime Health</i> , Ch. 5)	<ul style="list-style-type: none"> • I can describe laws and regulations related to safety and personal injury (e.g., bullying, cyberbullying, dating violence, gang activity, distracted driving, social media, sexting). • I can discuss South Carolina laws relating to the sexual conduct of minors, including consent, criminal sexual conduct, and human trafficking. • I can discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways (e.g., distracted driving).
18 (45 min)	I-HS.1.1 I-HS.7.1	CPR/AED (<i>AHA CPR/AED DVD</i>)	<ul style="list-style-type: none"> • I can list common first aid procedures for a given scenario (e.g., cardiopulmonary resuscitation (CPR), automated external defibrillator (AED)). • I can perform appropriate first aid and other emergency procedures for a given scenario (e.g., CPR, AED).

