South Carolina Health and Safety Education

# Grades 9, 10, 11, 12

Adopted 2017

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

1. **Discuss the benefits of avoiding alcohol, tobacco, and other drugs (ATOD).** D-HS.1.1
2. **Examine the impact of ATOD use and abuse on the individual, his or her family, and society as a whole.** D-HS.1.2
3. **Describe the cycle of ATOD addiction as it relates to individuals and families.** D-HS.1.3
4. **Examine the effects of ATOD on fetal development.** D-HS.1.4

1. **Describe physical, social, and emotional changes that occur during adolescence.** G-HS.1.1
2. **Examine health behaviors that are specifically related to the male and female reproductive systems (e.g., self-examination).** G-HS.1.2
3. **Describe the benefits of abstinence.++** G-HS.1.3
4. **Identify the benefits, effectiveness, risks, and methods of pregnancy-prevention.++** G-HS.1.4
5. **Explain signs, symptoms, methods of treatment, and prevention of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS).** G-HS.1.5
6. **Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.** G-HS.1.6
7. **Discuss responsible prenatal, perinatal, and postnatal care.** G-HS.1.7
8. **Identify the benefits of adoption.** G-HS.1.8

1. **List common first aid procedures for a given scenario (e.g., cardiopulmonary resuscitation (CPR), automated external defibrillator (AED).** I-HS.1.1
2. **Describe laws and regulations related to safety and personal injury (e.g., bullying, cyberbullying, dating violence, gang activity, distracted driving, social media, sexting).** I-HS.1.2

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| | 3. **Discuss South Carolina laws relating to the sexual conduct of minors, including consent, criminal sexual conduct, and human trafficking.** I-HS.1.3 |
| | 4. **Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways (e.g., distracted driving).** I-HS.1.4 |
| | 1. **Define the term crisis, including the stages of loss and grief, signs and risks of depression and anxiety, self-destructive behaviors, and suicide.** M-HS.1.1 |
| | 2. **Identify resiliency, including stress-reduction skills and positive coping strategies.** M-HS.1.2 |
| | 1. **Explain how the current federal Dietary Guidelines for Americans are useful in planning a menu of healthy foods and beverages.** N-HS.1.1 |
| | 2. **Explain the benefits of practicing a moderate to active lifestyle.** N-HS.1.2 |
| | 3. **Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.** N-HS.1.3 |
| | 1. **Differentiate between health promotion and risk behaviors.** P-HS.1.1 |
| | 2. **Interpret personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.** P-HS.1.2 |
| | 3. **Examine strategies for the prevention and treatment of chronic and communicable diseases.** P-HS.1.3 |
| | 4. **Explain ways that the environment and personal health are interrelated.** P-HS.1.4 |
| **Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.** | 1. **Discuss the laws related to ATOD that can affect the ability to give or perceive the provision of consent to sexual activities.** D-HS.2.1 |
| | 2. **Evaluate personal, family, economic, legal, and societal issues that influence ATOD use, including motor vehicle accidents.** D-HS.2.2 |
| | 3. **Examine ways that media messages and marketing techniques influence the use of ATOD, including e-cigarettes.** D-HS.2.3 |
| | 1. **Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.** G-HS.2.1 |
| | 2. **Compare and contrast the potentially positive and negative roles of technology and social media in relationships.** G-HS.2.2 |
| | 3. **Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.** G-HS.2.3 |

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4. **Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.** G-HS.2.4

5. **Describe the impact of adolescent pregnancy on individuals, families, and communities.** G-HS.2.5

6. **Examine the laws related to sexting.** G-HS.2.6

7. **Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.** G-HS.2.7

1. **Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).** I-HS.2.1

2. **Analyze the influence of peers and the media on the way an individual operates a motor vehicle and observes safety precautions, including distracted driving.** I-HS.2.2

1. **Categorize ways that family, peers, culture, and the media influence the mental, emotional, and social health of individuals (e.g., anxiety, depression, and suicidal behavior).** M-HS.2.1

2. **Analyze how resiliency impacts depression, anxiety, suicidal behavior, and crises.** M-HS.2.2

3. **Examine characteristics of healthy and unhealthy relationships and the impact of external influences.** M-HS.2.3

1. **Analyze ways that emotions and feelings influence food choices, eating behaviors, and physical activities of individuals.** N-HS.2.1

2. **Examine ways that the media, and advertising and marketing practices affect food choices, eating behaviors, and physical activity levels of individuals.** N-HS.2.2

3. **Debate the influence of school policies on food choices, eating behaviors and physical activities.** N-HS.2.3

4. **Investigate ways that unhealthy eating behaviors and an inactive lifestyle contribute to chronic disease.** N-HS.2.4

1. **Analyze the influence of family, peers, culture, the media and technology on health behaviors.** P-HS.2.1

2. **Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.** P-HS.2.2

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**Explore ways that environmental factors can affect the health of the community.** P-HS.2.3

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| | 4. Investigate ways that research and medical care influence the prevention and treatment of health problems. P-HS.2.4 |
| | 5. Compare the connection between personal health and access to healthcare, including oral health care. P-HS.2.5 |
| | 6. Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention. P-HS.2.6 |
| **Students will demonstrate the ability to access valid information, products, and services to enhance health.** | 1. Access valid information and resources to assist in dealing with ATOD issues for self and others. D-HS.3.1 |
| | 1. Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments). G-HS.3.1 |
| | 2. Research local resources to help a survivor recover from sexual violence or abuse. G-HS.3.2 |
| | 3. Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence. G-HS.3.3 |
| | 1. Access valid mental, emotional, and social health information and services for self and others. M-HS.3.1 |
| | 2. Explore valid resources for crisis-management and resiliency, including suicide intervention and prevention for self and others (e.g., hotlines, therapists). M-HS.3.2 |
| | 1. Research valid information to explore local access to healthy foods. N-HS.3.1 |
| | 2. Explain valid information and local options regarding physical activity. N-HS.3.2 |
| | 3. Access community programs and services that help others gain access to affordable healthy foods. N-HS.3.3 |
| | 1. Access local health care services, including oral health. P-HS.3.1 |
| **Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.** | 1. Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship. G-HS.4.1 |
| | 2. Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors. G-HS.4.2 |
| | 3. Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities. G-HS.4.3 |

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| | 1. **Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).** I-HS.4.1 |
| | 1. **Articulate ways to communicate care, consideration, and respect for self and others.** M-HS.4.1 |
| | 2. **Model skills for assisting someone who is in crisis or is exhibiting suicidal attitudes or behaviors.** M-HS.4.2 |
| | 3. **Discuss scenarios that demonstrate resiliency.** M-HS.4.3 |
| | 1. **Consider ways to seek assistance for enhancing personal health and offering assistance to enhance the health of others.** P-HS.4.1 |
| **Students will demonstrate the ability to use decision-making skills to enhance health.** | 1. **Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).** D-HS.5.1 |
| | 1. **Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.** G-HS.5.1 |
| | 1. **Recognize the warning signs of anxiety, depression, and suicidal behavior.** M-HS.5.1 |
| | 2. **Discuss situations that may require professional mental, emotional, and social health services.** M-HS.5.2 |
| | 1. **Utilize the current federal Dietary Guidelines for Americans to compare and contrast food choices on a variety of menus.** N-HS.5.1 |
| | 1. **Recognize barriers to healthy decision-making.** P-HS.5.1 |
| | 2. **Justify when individual or collaborative decision-making is appropriate.** P-HS.5.2 |
| | 3. **Integrate knowledge of body structure and function to make sound decisions related to personal and community health (e.g., disease prevention, injury prevention, oral health, organ and tissue donation).** P-HS.5.3 |
| **Students will demonstrate the ability to use goal-setting skills to enhance health.** | 1. **Predict ways that short and long-term goals can be affected by ATOD use.** D-HS.6.1 |
| | 1. **Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.** G-HS.6.1 |
| | 2. **Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.** G-HS.6.2 |

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| | 1. Develop coping strategies to avoid, manage, and minimize participation in violent activities, including gang involvement. I-HS.6.1 |
| | 1. Review resiliency and develop a personal plan to increase or maintain one's personal resiliency. M-HS.6.1 |
| | 1. Set a SMART goal to achieve a healthy eating plan by limiting sugar, fat, and salt consumption. N-HS.6.1 |
| | 2. Set a SMART goal to attain the federally recommended levels of physical activity and physical fitness for Americans. N-HS.6.2 |
| | 1. Create a long-term personal health plan that is adaptable to changing health needs based on genetics, family history, and personal health behaviors. P-HS.6.1 |
| **Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.** | 1. Practice strategies for dealing with family, peer, and cultural pressure regarding ATOD (e.g., opioid, prescription drugs, heroin). D-HS.7.1 |
| | 1. Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior. G-HS.7.1 |
| | 1. Perform appropriate first aid and other emergency procedures for a given scenario (e.g., CPR, AED). I-HS.7.1 |
| | 1. Implement a plan to increase personal resiliency. M-HS.7.1 |
| | 2. Demonstrate strategies to develop and maintain a positive self-image. M-HS.7.2 |
| | 3. Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships). M-HS.7.3 |
| | 4. Establish boundaries that promote safety, respect, awareness, and acceptance. M-HS.7.4 |
| | 1. Implement a wellness plan that meets the current federal Dietary Guidelines for Americans and the federal physical activity guidelines for Americans. N-HS.7.1 |
| | 2. Examine the relationship between personal nutritional intake and overall physical, oral, and mental health. N-HS.7.2 |
| | 1. Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors. P-HS.7.1 |
| **Students will demonstrate the ability to advocate for personal, family, and co** | 1. Encourage positive alternatives to ATOD use. D-HS.8.1 |
| | 2. Promote intervention and outreach for those dealing with ATOD use or abuse (e.g., peers, family members). D-HS.8.2 |

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1. **Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.** G-HS.8.1

1. **Advocate for disaster preparedness in the home, school, and community.** I-HS.8.1

2. **Advocate for safe environments that encourage dignified and respectful treatment of everyone.** I-HS.8.2

1. **Promote intervention and outreach for others dealing with unhealthy relationships.** M-HS.8.1

2. **Promote intervention and outreach for those dealing with suicidal intentions or behavioral health problems (e.g., peers, family members).** M-HS.8.2

1. **Encourage others to choose healthy foods.** N-HS.8.1

2. **Advocate for self and others to increase their level of physical activity.** N-HS.8.2

1. **Advocate for the promotion and protection of a healthy and safe environment, including community, personal, and family environments.** P-HS.8.1

2. **Explain ways that peers, family, and community can participate in organ and tissue donations.** P-HS.8.2