

## South Carolina Standards for Health and Safety Education

### High School

#### Standard 1

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

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

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

\*: Exact wording in National Health and Safety Performance Standards (NRC, 2011)

◆: Reproductive health instruction is permitted before grade six at the option of local school boards (§59-32-30(A)(1)).

◆◆: Family life and pregnancy prevention instruction is permitted in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is required in these three grades (§59-32-30(A)(2)).

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

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

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