Beaufort County School District
School Health Advisory Committee High School Curriculum Unit List

Unit Title	Module Number or Location	Notes
Sexuality & You	Supplement Module 1	
Relationships	Supplement Module 2	
The Reproductive System	Supplement Module 3	
Marriage & Parenthood	Supplement Module 4	
Pregnancy & Childbirth	Supplement Module 5	
Sexuality & Gender	Supplement Module 6	
Sexually Transmitted Diseases	Supplement Module 7	
HIV & AIDS	Supplement Module 8	
Skills For Health Relationships	Textbook Module 6	
Family Relationships	Textbook Module 7	

Peer Relationships	Textbook Module 8	
Resolving Conflicts & Preventing Violence	Textbook Module 9	
Endocrine & Reproductive Health	Textbook Module 16	
The Beginning of the Life Cycle	Textbook Module 17	
The Life Cycle Continues	Textbook Module 18	
Communicable Diseases	Textbook Module 23	
Sexually Transmitted Diseases & HIV/AIDs	Textbook Module 24	

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Supplement- Glenco Health Human Sexuality
Copyright Date	2022
Intended Grade Level	High School
Date of Review	

Directions: Assess the acceptability of the above curriculum based on the expectations of the school and community for health education materials; state and local policies, frameworks, and standards that guide health education; and health education needs of students.

Review the curriculum to determine if the text, pictures, graphics, and other materials:

- Are appropriate for the intended audience.
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- ***Are consistent with state statutes, state or district policy, codes, and frameworks.***

Module 1- Sexuality & You		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Sexuality & Making Responsible Decisions		
Lesson 2- Adolescence & Development		
Lesson 3- Adolescence- A Time of Change		
Notes:		

SC Health Education Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

SC Health Education Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

SC Health Education Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

SC Health Education Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

SC Health Education Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

SC Health Education Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

SC Health Education Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.

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Module 2- Relationships		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Relationships & Communication		
Lesson 2- Decisions About Sexual Relationships		

Notes:

SC Health Education Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	~~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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

SC Health Education Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

SC Health Education Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

SC Health Education Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
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☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

SC Health Education Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

SC Health Education Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

SC Health Education Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.

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Module 3- The Reproductive System		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- The Male Reproductive System		
Lesson 2- The Female Reproductive System		
Lesson 3- Hormones & Sexual Feelings		
Notes:		

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High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

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High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

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High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

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Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

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High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

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High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	~~G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual~~ behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

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High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.

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Module 4- Marriage & Parenthood		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- The Commitment to Marry		
Lesson 2- Becoming A Parent		
Notes:		

SC Health Education Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

SC Health Education Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

SC Health Education Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

SC Health Education Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

SC Health Education Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

SC Health Education Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	~~G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual~~ behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

SC Health Education Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Supplement- Glenco Health Human Sexuality
Copyright Date	2022
Intended Grade Level	High School
Date of Review	

Directions: Assess the acceptability of the above curriculum based on the expectations of the school and community for health education materials; state and local policies, frameworks, and standards that guide health education; and health education needs of students.

Review the curriculum to determine if the text, pictures, graphics, and other materials:

- Are appropriate for the intended audience.
- Avoid promoting biased or stereotypical perceptions of individuals or groups on the basis of personal characteristics.
- ***Are consistent with state statutes, state or district policy, codes, and frameworks.***

Module 5- Pregnancy & Childbirth		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Prenatal Development		
Lesson 2- Prenatal Care		
Lesson 3- Childbirth		
Notes:		

SC Health Education Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

SC Health Education Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

SC Health Education Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

SC Health Education Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

SC Health Education Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

SC Health Education Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

SC Health Education Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Supplement- Glenco Health Human Sexuality
Copyright Date	2022
Intended Grade Level	High School
Date of Review	

Directions: Assess the acceptability of the above curriculum based on the expectations of the school and community for health education materials; state and local policies, frameworks, and standards that guide health education; and health education needs of students.

Review the curriculum to determine if the text, pictures, graphics, and other materials:

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Module 6- Sexuality & Gender		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Contraception		
Lesson 2- Gender Identity & Sexual Orientation		
Lesson 3- Sexual Abuse & Violence		
Notes:		

SC Health Education Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

SC Health Education Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	~~G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and~~ behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

SC Health Education Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

SC Health Education Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

SC Health Education Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

SC Health Education Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	~~G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual~~ behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

SC Health Education Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Supplement- Glenco Health Human Sexuality
Copyright Date	2022
~~Intended Grade Level~~	~~High School~~
Date of Review	

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Module 7- Sexually Transmitted Diseases		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Common Sexually Transmitted Diseases		
Lesson 2- Other Sexually Transmitted Diseases		

Notes:

SC Health Education Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

SC Health Education Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

SC Health Education Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

SC Health Education Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

SC Health Education Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

SC Health Education Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	~~G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual~~ behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

SC Health Education Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Supplement- Glenco Health Human Sexuality
Copyright Date	2022
Intended Grade Level	High School
Date of Review	

Directions: Assess the acceptability of the above curriculum based on the expectations of the school and community for health education materials; state and local policies, frameworks, and standards that guide health education; and health education needs of students.

Review the curriculum to determine if the text, pictures, graphics, and other materials:

- Are appropriate for the intended audience.
- Avoid promoting biased or stereotypical perceptions of individuals or groups on the basis of personal characteristics.
- ***Are consistent with state statutes, state or district policy, codes, and frameworks.***

Module 8- HIV & AIDS		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- About HIV & AIDS?		
Lesson 2- Testing & Treatment		
Notes:		

SC Health Education Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

SC Health Education Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

SC Health Education Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

SC Health Education Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

SC Health Education Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

SC Health Education Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

SC Health Education Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Textbook- Glenco Health
Copyright Date	2022
Intended Grade Level	High School
Date of Review	

Directions: Assess the acceptability of the above curriculum based on the expectations of the school and community for health education materials; state and local policies, frameworks, and standards that guide health education; and health education needs of students.

Review the curriculum to determine if the text, pictures, graphics, and other materials:

- Are appropriate for the intended audience.
- Avoid promoting biased or stereotypical perceptions of individuals or groups on the basis of personal characteristics.
- ***Are consistent with state statutes, state or district policy, codes, and frameworks.***

Module 6- Healthy Relationships		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Foundations for Healthy Relationships		
Lesson 2- Respecting Yourself & Others		
Lesson 3- Communicating Effectively		
Notes:		

SC Health Education Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

SC Health Education Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

SC Health Education Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

SC Health Education Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

SC Health Education Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

SC Health Education Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

SC Health Education Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Textbook- Glenco Health
Copyright Date	2022
Intended Grade Level	High School
Date of Review	

Directions: Assess the acceptability of the above curriculum based on the expectations of the school and community for health education materials; state and local policies, frameworks, and standards that guide health education; and health education needs of students.

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- ***Are consistent with state statutes, state or district policy, codes, and frameworks.***

Module 7- Family Relationships		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Healthy Family Relationships		
Lesson 2- Strengthening Family Relationships		
Lesson 3- Help For Families		
Notes:		

SC Health Education Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

SC Health Education Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

SC Health Education Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

SC Health Education Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

SC Health Education Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

SC Health Education Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

SC Health Education Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Textbook- Glenco Health
Copyright Date	2022
Intended Grade Level	High School
Date of Review	

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Review the curriculum to determine if the text, pictures, graphics, and other materials:

- Are appropriate for the intended audience.
- Avoid promoting biased or stereotypical perceptions of individuals or groups on the basis of personal characteristics.
- ***Are consistent with state statutes, state or district policy, codes, and frameworks***.

Module 8- Peer Relationships		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Safe & Healthy Friendships		
Lesson 2- Peer Pressure & Refusal Skills		
Lesson 3- Practicing Abstinence		
Notes:		

SC Health Education Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

SC Health Education Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

SC Health Education Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

SC Health Education Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

SC Health Education Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

SC Health Education Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

SC Health Education Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.

Beaufort County School District
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Name of Curriculum Resource	Textbook- Glenco Health
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Module 9- Resolving Conflicts & Preventing Violence		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Causes of Conflict		
Lesson 2- Resolving Conflicts		
Lesson 3- Understanding Violence		
Lesson 4- Preventing & Overcoming Abuse		
Notes:		

SC Health Education Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

SC Health Education Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

SC Health Education Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

SC Health Education Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

SC Health Education Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

SC Health Education Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

SC Health Education Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.

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Module 17- The Beginning of the Life Cycle		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Prenatal Development & Care		
Lesson 2- Heredity & Genetics		
Lesson 3- Birth Through Childhood		
Notes:		

SC Health Education Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

SC Health Education Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

SC Health Education Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

SC Health Education Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

SC Health Education Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

SC Health Education Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

SC Health Education Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Textbook- Glenco Health
Copyright Date	2022
Intended Grade Level	High School
Date of Review	

Directions: Assess the acceptability of the above curriculum based on the expectations of the school and community for health education materials; state and local policies, frameworks, and standards that guide health education; and health education needs of students.

Review the curriculum to determine if the text, pictures, graphics, and other materials:

- Are appropriate for the intended audience.
- Avoid promoting biased or stereotypical perceptions of individuals or groups on the basis of personal characteristics.
- ***Are consistent with state statutes, state or district policy, codes, and frameworks.***

Module 18- The Life Cycle Continues		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Changes During Adolescence		
Lesson 2- Adulthood, Marriage, & Parenthood		
Lesson 3- Health Through The Life Cycle		
Notes:		

SC Health Education Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

SC Health Education Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

SC Health Education Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

SC Health Education Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

SC Health Education Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

SC Health Education Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

SC Health Education Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Textbook- Glenco Health
Copyright Date	2022
Intended Grade Level	High School
Date of Review	

Directions: Assess the acceptability of the above curriculum based on the expectations of the school and community for health education materials; state and local policies, frameworks, and standards that guide health education; and health education needs of students.

Review the curriculum to determine if the text, pictures, graphics, and other materials:

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- Avoid promoting biased or stereotypical perceptions of individuals or groups on the basis of personal characteristics.
- ***Are consistent with state statutes, state or district policy, codes, and frameworks.***

Module 23- Communicable Diseases		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Understanding Communicable Diseases		
Lesson 2- Common Communicable Diseases		
Lesson 3- Fighting Communicable Diseases		
Lesson 4- Emerging Diseases & Pandemics		
Notes:		

SC Health Education Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

SC Health Education Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

SC Health Education Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

SC Health Education Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

SC Health Education Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

SC Health Education Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

SC Health Education Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.

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Module 24- Sexually Transmitted Diseases & HIV/AIDS		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Sexually Transmitted Diseases		
Lesson 2- Preventing & Treating STDs		
Lesson 3- HIV/AIDS		
Lesson 4- Preventing & Treating HIV/AIDS		
Notes:		

SC Health Education Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	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.
Performance Indicator- Injury Prevention & Safety	
☐	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.
Performance Indicator- Personal & Community Health	
☐	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.

SC Health Education Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.
☐	G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.
☐	G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.
☐	G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.
☐	G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.
☐	G-HS.2.6 Examine the laws related to sexting.
☐	G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.
Performance Indicator- Personal & Community Health	
☐	P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
☐	P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.

SC Health Education Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).
☐	G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.
☐	G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.

SC Health Education Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.
☐	G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
☐	G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.
Performance Indicator- Injury Prevention & Safety	
☐	I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.

SC Health Education Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.
Performance Indicator- Personal & Community Health	
☐	P-HS.5.1 Recognize barriers to healthy decision-making.

SC Health Education Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.
☐	G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.

SC Health Education Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).
☐	M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.
Performance Indicator- Personal & Community Health	
☐	P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.

SC Health Education Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007). *After implementing this curriculum, students will comprehend concepts important to promote sexual health.*	
High School Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.