Beaufort County School District - Draft Health Advisory Committee Meeting Minutes.	DATE: August 19, 2024 TIME: 5:00pm Location: Hybrid Meeting – Media Center
Members Present	Cindy Coburn-Smith, Wanda Glaze, Tim Pierce, Constance Pope, Amy Prior; Remotely – Susan Heid, Caitlyn Shacklock, Angela Rossillo, Michael Coxwell
Others Present	Board: Chloe Gordon, Earl Campbell, William Smith Staff: Melissa Vogt, Mary Stratos, Wendy Cartledge
Call to Order	Ms. Amy Prior called the meeting to order at 5:00 pm. followed by the pledge of allegiance and a moment of silence.
Agenda Topic:	**Motion to Approve the Agenda.**
Action	**Mr. Tim Pierce made the motion to approve the agenda. The motion was seconded by Mrs. Cindy Coburn-Smith. The motion passed unanimously 8/0.**
Agenda Topic:	**Motion to approve the July 29, 2024 Committee Meeting Minutes**
Action	**Mr. Tim Pierce made the motion to approve the July 29, 2024 Committee meeting minutes with the corrections. The motion was seconded by Mrs. Cindy Coburn-Smith. The motion passed**
Agenda Topic:	**Purpose of Health Advisory Committee**
Action	• Ms. Melissa Vogt reviewed the purpose of the Health Advisory Committee, and reviewed the guidelines.
Agenda Topic:	**Review of Resources**
Action	• Ms. Vogt review the Resources and assigned sections to committee members. • Ms. Susan Heid indicated that she would no longer be able to participate on the committee because of the amount of time that is required, and her schedule.
Agenda Topic	**Future Topics** • Middle School/High School Comprehensive Health Education/Standards • McGraw Hill eBook Supplement
Adjournment	The committee will meet again on September 16 19, 2024. The meeting adjourned at a 6:23p.m.

. **'These minutes are in draft form, have not been approved by this committee and are subject to modification until approved by this committee."*

Beaufort County School District - Draft Health Advisory Committee Meeting Minutes.	DATE: September 16, 2024 TIME: 5:00pm Location: Hybrid Meeting – Media Center
Members Present	Cindy Coburn-Smith, Wanda Glaze, Tim Pierce, Constance Pope, Amy Prior; Remotely – Caitlyn Shacklock,
Others Present	Board: Chloe Gordon, Earl Campbell, Carlton Dallas Staff: Melissa Vogt, Mary Stratos, Wendy Cartledge
Call to Order	Ms. Amy Prior called the meeting to order at 5:00 pm. followed by the pledge of allegiance and a moment of silence.
Agenda Topic:	**Motion to Approve the Agenda.**
Action	**Mr. Tim Pierce made the motion to approve the agenda with the removal of the August 19, 2024 Committee meeting minutes. The motion was seconded by Mrs. Cindy Coburn-Smith. The motion passed unanimously 6/0. (Angela Rossillo, Michael Coxwell, Dagmar Levine were absent)**
Agenda Topic:	**Review of Resources**
Action	• Committee members shared their perspective on the sections that they were assigned to and made their recommendations. • Ms. Vogt recorded the recommendations and will bring forward after the final reviews.
Agenda Topic:	**Discussion of Committee Vacancies**
Action	• Currently the Committee has three vacancies, possibly four: ➢ Student (2) ➢ Health Professional ➢ Parent of BCSD Student • The application process will be opened for any interested person. The information will be placed on the School District's Website.
Agenda Topic	**Future Topics** • Middle School/High School Comprehensive Health Education/Standards • McGraw Hill eBook Supplement
Adjournment	The committee will meet again on October 21 19, 2024. The meeting adjourned at a 6:15p.m.

. *"*These minutes are in draft form, have not been approved by this committee and are subject to modification until approved by this committee."*

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.
- 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 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.

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

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:		

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

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.

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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
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Name of Committee Member	
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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	

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 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

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

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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 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	

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- 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
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 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.

Module 16- Endocrine & Reproductive Health		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- The Endocrine System		
Lesson 2- The Male Reproductive System		
Lesson 3- The Female Reproductive System		
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.*	
<u>High School Knowledge Expectations</u>: 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.*	
<u>High School Knowledge Expectations</u>: 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.*	
<u>High School Knowledge Expectations</u>: 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 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:

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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 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.

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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.

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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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.

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

Unit Title	Module Number or Location	Suggested Grade Level	Notes
The Teen Years	Supplement Module 1	6	
The Reproductive System	Supplement Module 2	6	
Social Health	Textbook Module 1	6	
The Life Cycle	Textbook Module 10	6 & 8	6- Lessons 1-3 (*also includes the reproductive system*) 8- Lessons 4-5
Your Body System	Textbook Module 12	6	Lesson 5- Your Endocrine System
Bullying & Cyberbullying	Textbook Module 3	7	Lesson 1- section on sexual harassment
Communicable Diseases	Textbook Module 17	7	
Safety	Textbook Module 19	7	Lesson 4: Personal Safety & Online Safety
Sexual Feelings & Relationships	Supplement Module 3	8	
Dating Relationships & Abstinence	Textbook Module 2	8	

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Supplement- Glenco Teen Health Healthy Relationships & Sexuality
Copyright Date	2021
Intended Grade Level	6th Grade
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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Module 1- The Teen Years		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Changes During the Teen Years		
Lesson 2- Your Changing Body		
Lesson 3- Developing Your Personal Identity		
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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.1.1 Explain how family roles, rules, and responsibilities change over time.
☐	G-6.1.2 Describe how the endocrine system affects growth and development.
☐	G-6.1.3 Identify the structures and functions of the male and female reproductive systems.
☐	G-6.1.4 Explain why abstinence is the most effective means of protecting reproductive health.
☐	G-6.1.5 Describe the scientific process of fertilization.
☐	G-6.1.6 Describe the signs and symptoms of pregnancy.
☐	G-6.1.7 Identify reproductive problems found in males and females.
☐	G-6.1.8 Define the terms sexually transmitted infections and diseases (STIs/STDs) and human immunodeficiency virus (HIV).
☐	G-6.1.9 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology.
Performance Indicator- Injury Prevention & Safety	
☐	I-6.1.3 Describe situations that constitute bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.
☐	I-6.1.4 Discuss ways sexting violates personal boundaries.

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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.3.1 Demonstrate the ability to access appropriate resources for dealing with 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-6.4.2 Determine how to lessen the likelihood of being involved in risk behaviors.
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.4.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.
☐	G-6.4.2 Demonstrate ways to communicate with parents, family members, or other safe adults about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, sexual abuse, sexual assault, domestic violence, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-6.4.1 Explain that no one has the right to touch anyone else in a sexual or physical manner if they do not want to be touched.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-6.4.1 Discuss healthy ways to express feelings and relieve stress.
☐	M-6.4.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.5.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and abstinence.
☐	G-6.5.2 Identify steps in a decision-making process that promotes abstinence and avoids risk behaviors.
Performance Indicator- Injury Prevention & Safety	
☐	G-6.5.2 Identify steps in a decision-making process that promotes abstinence and avoids risk behaviors.

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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-6.7.2 Demonstrate ways ATOD contributes to harmful situations and behaviors to reduce risk and decrease the chance of being affected.
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.7.1 Identify coping strategies to address the physical, emotional, and social changes that occur during adolescence.
☐	G-6.7.2 Describe appropriate steps a person should take if they become the victim of sexual harassment, sexual abuse, or sexual assault.
☐	G-6.7.3 Describe options that exist for a survivor of bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence (e.g., community resources, hotlines, school counselors, teachers, law enforcement, clergy).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health. M-6.7.2 Compare and contrast the characteristics of healthy and unhealthy relationships.
☐	M-6.7.3 Analyze the ways in which friends, family, media, society, and culture can influence relationships.
Performance Indicator- Personal & Community Health	
☐	P-6.7.1 Explain the importance of assuming responsibility for personal health 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Injury Prevention & Safety	
☐	I-6.8.2 List ways to intervene in situations where unsafe behaviors are taking place.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Supplement- Glenco Teen Health Healthy Relationships & Sexuality
Copyright Date	2021
Intended Grade Level	6th Grade
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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Module 2- The Reproductive System		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- The Female Reproductive System		
Lesson 2- The Male Reproductive System		
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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.1.1 Explain how family roles, rules, and responsibilities change over time.
☐	G-6.1.2 Describe how the endocrine system affects growth and development.
☐	G-6.1.3 Identify the structures and functions of the male and female reproductive systems.
☐	G-6.1.4 Explain why abstinence is the most effective means of protecting reproductive health.
☐	G-6.1.5 Describe the scientific process of fertilization.
☐	G-6.1.6 Describe the signs and symptoms of pregnancy.
☐	G-6.1.7 Identify reproductive problems found in males and females.
☐	G-6.1.8 Define the terms sexually transmitted infections and diseases (STIs/STDs) and human immunodeficiency virus (HIV).
☐	G-6.1.9 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology.
Performance Indicator- Injury Prevention & Safety	
☐	I-6.1.3 Describe situations that constitute bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.
☐	I-6.1.4 Discuss ways sexting violates personal boundaries.

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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.3.1 Demonstrate the ability to access appropriate resources for dealing with 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-6.4.2 Determine how to lessen the likelihood of being involved in risk behaviors.
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.4.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.
☐	G-6.4.2 Demonstrate ways to communicate with parents, family members, or other safe adults about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, sexual abuse, sexual assault, domestic violence, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-6.4.1 Explain that no one has the right to touch anyone else in a sexual or physical manner if they do not want to be touched.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-6.4.1 Discuss healthy ways to express feelings and relieve stress.
☐	M-6.4.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.5.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and abstinence.
☐	G-6.5.2 Identify steps in a decision-making process that promotes abstinence and avoids risk behaviors.
Performance Indicator- Injury Prevention & Safety	
☐	G-6.5.2 Identify steps in a decision-making process that promotes abstinence and avoids risk behaviors.

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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-6.7.2 Demonstrate ways ATOD contributes to harmful situations and behaviors to reduce risk and decrease the chance of being affected.
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.7.1 Identify coping strategies to address the physical, emotional, and social changes that occur during adolescence.
☐	G-6.7.2 Describe appropriate steps a person should take if they become the victim of sexual harassment, sexual abuse, or sexual assault.
☐	G-6.7.3 Describe options that exist for a survivor of bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence (e.g., community resources, hotlines, school counselors, teachers, law enforcement, clergy).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health. M-6.7.2 Compare and contrast the characteristics of healthy and unhealthy relationships.
☐	M-6.7.3 Analyze the ways in which friends, family, media, society, and culture can influence relationships.
Performance Indicator- Personal & Community Health	
☐	P-6.7.1 Explain the importance of assuming responsibility for personal health 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Injury Prevention & Safety	
☐	I-6.8.2 List ways to intervene in situations where unsafe behaviors are taking place.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Textbook: Glenco Teen Health
Copyright Date	2021
Intended Grade Level	6th Grade
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 1- Social Health		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Building Character		
Lesson 2- Practicing Communication Skills		
Lesson 3- Family Relationships		
Lesson 4- Peer 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.1.1 Explain how family roles, rules, and responsibilities change over time.
☐	G-6.1.2 Describe how the endocrine system affects growth and development.
☐	G-6.1.3 Identify the structures and functions of the male and female reproductive systems.
☐	G-6.1.4 Explain why abstinence is the most effective means of protecting reproductive health.
☐	G-6.1.5 Describe the scientific process of fertilization.
☐	G-6.1.6 Describe the signs and symptoms of pregnancy.
☐	G-6.1.7 Identify reproductive problems found in males and females.
☐	G-6.1.8 Define the terms sexually transmitted infections and diseases (STIs/STDs) and human immunodeficiency virus (HIV).
☐	G-6.1.9 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology.
Performance Indicator- Injury Prevention & Safety	
☐	I-6.1.3 Describe situations that constitute bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.
☐	I-6.1.4 Discuss ways sexting violates personal boundaries.

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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.3.1 Demonstrate the ability to access appropriate resources for dealing with 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-6.4.2 Determine how to lessen the likelihood of being involved in risk behaviors.
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.4.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.
☐	G-6.4.2 Demonstrate ways to communicate with parents, family members, or other safe adults about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, sexual abuse, sexual assault, domestic violence, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-6.4.1 Explain that no one has the right to touch anyone else in a sexual or physical manner if they do not want to be touched.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-6.4.1 Discuss healthy ways to express feelings and relieve stress.
☐	M-6.4.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.5.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and abstinence.
☐	G-6.5.2 Identify steps in a decision-making process that promotes abstinence and avoids risk behaviors.
Performance Indicator- Injury Prevention & Safety	
☐	G-6.5.2 Identify steps in a decision-making process that promotes abstinence and avoids risk behaviors.

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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-6.7.2 Demonstrate ways ATOD contributes to harmful situations and behaviors to reduce risk and decrease the chance of being affected.
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.7.1 Identify coping strategies to address the physical, emotional, and social changes that occur during adolescence.
☐	G-6.7.2 Describe appropriate steps a person should take if they become the victim of sexual harassment, sexual abuse, or sexual assault.
☐	G-6.7.3 Describe options that exist for a survivor of bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence (e.g., community resources, hotlines, school counselors, teachers, law enforcement, clergy).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health. M-6.7.2 Compare and contrast the characteristics of healthy and unhealthy relationships.
☐	M-6.7.3 Analyze the ways in which friends, family, media, society, and culture can influence relationships.
Performance Indicator- Personal & Community Health	
☐	P-6.7.1 Explain the importance of assuming responsibility for personal health 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Injury Prevention & Safety	
☐	I-6.8.2 List ways to intervene in situations where unsafe behaviors are taking place.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Textbook- Glenco Teen Health
Copyright Date	2021
Intended Grade Level	6th Grade
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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- ***Are consistent with state statutes, state or district policy, codes, and frameworks.***

Module 10- The Life Cycle (Lessons 1-3)		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Changes During Puberty		
Lesson 2- The Female Reproductive System		
Lesson 3- Male Reproductive System		
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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.1.1 Explain how family roles, rules, and responsibilities change over time.
☐	G-6.1.2 Describe how the endocrine system affects growth and development.
☐	G-6.1.3 Identify the structures and functions of the male and female reproductive systems.
☐	G-6.1.4 Explain why abstinence is the most effective means of protecting reproductive health.
☐	G-6.1.5 Describe the scientific process of fertilization.
☐	G-6.1.6 Describe the signs and symptoms of pregnancy.
☐	G-6.1.7 Identify reproductive problems found in males and females.
☐	G-6.1.8 Define the terms sexually transmitted infections and diseases (STIs/STDs) and human immunodeficiency virus (HIV).
☐	G-6.1.9 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology.
Performance Indicator- Injury Prevention & Safety	
☐	I-6.1.3 Describe situations that constitute bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.
☐	I-6.1.4 Discuss ways sexting violates personal boundaries.

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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.3.1 Demonstrate the ability to access appropriate resources for dealing with 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-6.4.2 Determine how to lessen the likelihood of being involved in risk behaviors.
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.4.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.
☐	G-6.4.2 Demonstrate ways to communicate with parents, family members, or other safe adults about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, sexual abuse, sexual assault, domestic violence, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-6.4.1 Explain that no one has the right to touch anyone else in a sexual or physical manner if they do not want to be touched.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-6.4.1 Discuss healthy ways to express feelings and relieve stress.
☐	M-6.4.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.5.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and abstinence.
☐	G-6.5.2 Identify steps in a decision-making process that promotes abstinence and avoids risk behaviors.
Performance Indicator- Injury Prevention & Safety	
☐	G-6.5.2 Identify steps in a decision-making process that promotes abstinence and avoids risk behaviors.

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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-6.7.2 Demonstrate ways ATOD contributes to harmful situations and behaviors to reduce risk and decrease the chance of being affected.
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.7.1 Identify coping strategies to address the physical, emotional, and social changes that occur during adolescence.
☐	G-6.7.2 Describe appropriate steps a person should take if they become the victim of sexual harassment, sexual abuse, or sexual assault.
☐	G-6.7.3 Describe options that exist for a survivor of bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence (e.g., community resources, hotlines, school counselors, teachers, law enforcement, clergy).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health. M-6.7.2 Compare and contrast the characteristics of healthy and unhealthy relationships.
☐	M-6.7.3 Analyze the ways in which friends, family, media, society, and culture can influence relationships.
Performance Indicator- Personal & Community Health	
☐	P-6.7.1 Explain the importance of assuming responsibility for personal health 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Injury Prevention & Safety	
☐	I-6.8.2 List ways to intervene in situations where unsafe behaviors are taking place.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Textbook- Glenco Teen Health
Copyright Date	2021
Intended Grade Level	6th Grade
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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Module 12- Your Body Systems (Lesson 5)		
Lesson Title	Page in the Curriculum	Comments
Lesson 5- Your Endocrine System		

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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.1.1 Explain how family roles, rules, and responsibilities change over time.
☐	G-6.1.2 Describe how the endocrine system affects growth and development.
☐	G-6.1.3 Identify the structures and functions of the male and female reproductive systems.
☐	G-6.1.4 Explain why abstinence is the most effective means of protecting reproductive health.
☐	G-6.1.5 Describe the scientific process of fertilization.
☐	G-6.1.6 Describe the signs and symptoms of pregnancy.
☐	G-6.1.7 Identify reproductive problems found in males and females.
☐	G-6.1.8 Define the terms sexually transmitted infections and diseases (STIs/STDs) and human immunodeficiency virus (HIV).
☐	G-6.1.9 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology.
Performance Indicator- Injury Prevention & Safety	
☐	I-6.1.3 Describe situations that constitute bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.
☐	I-6.1.4 Discuss ways sexting violates personal boundaries.

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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.3.1 Demonstrate the ability to access appropriate resources for dealing with 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-6.4.2 Determine how to lessen the likelihood of being involved in risk behaviors.
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.4.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.
☐	G-6.4.2 Demonstrate ways to communicate with parents, family members, or other safe adults about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, sexual abuse, sexual assault, domestic violence, and dating violence.
Performance Indicator- Injury Prevention & Safety	
☐	I-6.4.1 Explain that no one has the right to touch anyone else in a sexual or physical manner if they do not want to be touched.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-6.4.1 Discuss healthy ways to express feelings and relieve stress.
☐	M-6.4.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.5.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and abstinence.
☐	G-6.5.2 Identify steps in a decision-making process that promotes abstinence and avoids risk behaviors.
Performance Indicator- Injury Prevention & Safety	
☐	G-6.5.2 Identify steps in a decision-making process that promotes abstinence and avoids risk behaviors.

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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Alcohol, Tobacco, & Other Drugs	
☐	D-6.7.2 Demonstrate ways ATOD contributes to harmful situations and behaviors to reduce risk and decrease the chance of being affected.
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-6.7.1 Identify coping strategies to address the physical, emotional, and social changes that occur during adolescence.
☐	G-6.7.2 Describe appropriate steps a person should take if they become the victim of sexual harassment, sexual abuse, or sexual assault.
☐	G-6.7.3 Describe options that exist for a survivor of bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence (e.g., community resources, hotlines, school counselors, teachers, law enforcement, clergy).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health. M-6.7.2 Compare and contrast the characteristics of healthy and unhealthy relationships.
☐	M-6.7.3 Analyze the ways in which friends, family, media, society, and culture can influence relationships.
Performance Indicator- Personal & Community Health	
☐	P-6.7.1 Explain the importance of assuming responsibility for personal health 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.*	
Grade 6 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Injury Prevention & Safety	
☐	I-6.8.2 List ways to intervene in situations where unsafe behaviors are taking place.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Textbook- Glenco Teen Health
Copyright Date	2021
Intended Grade Level	7th Grade
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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Module 3- Bullying & Cyberbullying (Lesson 1 Sexual Harassment)		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Bullying & Harassment		

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-7.1.1 Explain the structures and functions of the male and female reproductive systems.
☐	G-7.1.2 Describe the advantages of abstinence.
☐	G-7.1.3 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.
☐	G-7.1.4 Describe signs and symptoms and effective treatment of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS).
☐	G-7.1.5 Explain effective methods for the prevention of STIs/STDs, HIV, and AIDS.
☐	G-7.1.6 Explain effective methods for the prevention of unintended pregnancy in the context of future family planning.
☐	G-7.1.7 Discuss the impact of bullying, cyberbullying, dating violence, domestic violence, sexual harassment, rape, sexual assault, sexual abuse, and consent.
☐	G-7.1.8 Discuss South Carolina laws related to the sexual conduct of minors, including criminal sexual conduct through the use of technology.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-7.3.1 Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs, HIV, and AIDS.
☐	G-7.3.2 Locate valid information and resources related to dating violence, sexual harassment, sexual abuse, and sexual assault.

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-7.4.1 Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors.
Performance Indicator- Injury Prevention & Safety	
☐	I-7.4.2 Demonstrate communication and refusal skills to promote boundary setting when using technology (e.g., social media, sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-7.4.1 Explain how talking about feelings and emotions promotes mental health.
☐	M-7.4.2 Describe ways to treat self and others with dignity and respect.
☐	M-7.4.3 Describe ways to respond when someone is being bullied or harassed.
☐	M-7.4.4 Demonstrate communication skills that foster healthy relationships.

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-7.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors.

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
	Performance Indicator- Mental, Emotional, & Social Health
☐	M-7.7.2 Analyze the similarities and differences between friendships and romantic relationships.
☐	M-7.7.3 Describe a range of ways people express affection within various types of relationships.
☐	M-7.7.4 Describe the potential impacts of power differences such as age, status, or position within relationships.
☐	M-7.7.5 Discuss strategies for dealing with harmful behaviors in relationships, including dating violence.

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
	Performance Indicator- Mental, Emotional, & Social Health
☐	M-7.8.1 Demonstrate ways to advocate for safe environments that encourage respectful treatment of self and others.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Textbook- Glenco Teen Health
Copyright Date	2021
Intended Grade Level	7th Grade
Date of Review	

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Module 17- Communicable Diseases		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Preventing the Spread of Disease		
Lesson 2- Communicable Diseases		
Lesson 3- Sexually Transmitted Diseases		
Lesson 4- 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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-7.1.1 Explain the structures and functions of the male and female reproductive systems.
☐	G-7.1.2 Describe the advantages of abstinence.
☐	G-7.1.3 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.
☐	G-7.1.4 Describe signs and symptoms and effective treatment of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS).
☐	G-7.1.5 Explain effective methods for the prevention of STIs/STDs, HIV, and AIDS.
☐	G-7.1.6 Explain effective methods for the prevention of unintended pregnancy in the context of future family planning.
☐	G-7.1.7 Discuss the impact of bullying, cyberbullying, dating violence, domestic violence, sexual harassment, rape, sexual assault, sexual abuse, and consent.
☐	G-7.1.8 Discuss South Carolina laws related to the sexual conduct of minors, including criminal sexual conduct through the use of technology.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-7.3.1 Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs, HIV, and AIDS.
☐	G-7.3.2 Locate valid information and resources related to dating violence, sexual harassment, sexual abuse, and sexual assault.

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-7.4.1 Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors.
Performance Indicator- Injury Prevention & Safety	
☐	I-7.4.2 Demonstrate communication and refusal skills to promote boundary setting when using technology (e.g., social media, sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-7.4.1 Explain how talking about feelings and emotions promotes mental health.
☐	M-7.4.2 Describe ways to treat self and others with dignity and respect.
☐	M-7.4.3 Describe ways to respond when someone is being bullied or harassed.
☐	M-7.4.4 Demonstrate communication skills that foster healthy relationships.

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-7.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors.

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
	Performance Indicator- Mental, Emotional, & Social Health
☐	M-7.7.2 Analyze the similarities and differences between friendships and romantic relationships.
☐	M-7.7.3 Describe a range of ways people express affection within various types of relationships.
☐	M-7.7.4 Describe the potential impacts of power differences such as age, status, or position within relationships.
☐	M-7.7.5 Discuss strategies for dealing with harmful behaviors in relationships, including dating violence.

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
	Performance Indicator- Mental, Emotional, & Social Health
☐	M-7.8.1 Demonstrate ways to advocate for safe environments that encourage respectful treatment of self and others.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Textbook- Glenco Teen Health
Copyright Date	2021
Intended Grade Level	7th Grade
Date of Review	

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Module 19- Safety (Lesson 4)		
Lesson Title	Page in the Curriculum	Comments
Lesson 4- Personal Safety & Online Safety		
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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-7.1.1 Explain the structures and functions of the male and female reproductive systems.
☐	G-7.1.2 Describe the advantages of abstinence.
☐	G-7.1.3 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.
☐	G-7.1.4 Describe signs and symptoms and effective treatment of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS).
☐	G-7.1.5 Explain effective methods for the prevention of STIs/STDs, HIV, and AIDS.
☐	G-7.1.6 Explain effective methods for the prevention of unintended pregnancy in the context of future family planning.
☐	G-7.1.7 Discuss the impact of bullying, cyberbullying, dating violence, domestic violence, sexual harassment, rape, sexual assault, sexual abuse, and consent.
☐	G-7.1.8 Discuss South Carolina laws related to the sexual conduct of minors, including criminal sexual conduct through the use of technology.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-7.3.1 Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs, HIV, and AIDS.
☐	G-7.3.2 Locate valid information and resources related to dating violence, sexual harassment, sexual abuse, and sexual assault.

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-7.4.1 Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors.
Performance Indicator- Injury Prevention & Safety	
☐	I-7.4.2 Demonstrate communication and refusal skills to promote boundary setting when using technology (e.g., social media, sexting).
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-7.4.1 Explain how talking about feelings and emotions promotes mental health.
☐	M-7.4.2 Describe ways to treat self and others with dignity and respect.
☐	M-7.4.3 Describe ways to respond when someone is being bullied or harassed.
☐	M-7.4.4 Demonstrate communication skills that foster healthy relationships.

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-7.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors.

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-7.7.2 Analyze the similarities and differences between friendships and romantic relationships.
☐	M-7.7.3 Describe a range of ways people express affection within various types of relationships.
☐	M-7.7.4 Describe the potential impacts of power differences such as age, status, or position within relationships.
☐	M-7.7.5 Discuss strategies for dealing with harmful behaviors in relationships, including dating violence.

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.*	
Grade 7 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-7.8.1 Demonstrate ways to advocate for safe environments that encourage respectful treatment of self and others.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Supplement- Glenco Teen Health Healthy Relationships & Sexuality
Copyright Date	2021
Intended Grade Level	8th Grade
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 3- Sexual Feelings & Relationships		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Responsible Relationships		
Lesson 2- Diversity in Relationships		
Lesson 3- Marriage & Parenthood		
Lesson 4- Pregnancy & Childbirth		
Lesson 5- STDs & 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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.1.1 Explain how roles, including rules and responsibilities of the members in a family, change over time (e.g., parental responsibilities when parenting a teenager versus parental responsibilities when parenting an infant).
☐	G-8.1.2 Compare and contrast the structures and functions of the male and female reproductive systems.
☐	G-8.1.3 Describe health issues that can affect male and female reproductive systems.
☐	G-8.1.4 Discuss the advantages of abstinence.
☐	G-8.1.5 Describe signs and symptoms and effective treatments of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS).
☐	G-8.1.6 Explain effective methods for the prevention of STIs/STDs, HIV, AIDS, and unintended pregnancy.
☐	G-8.1.7 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology.
☐	G.8.1.8 Examine the scientific process of fertilization, prenatal care and development, childbirth, and postnatal care.
Performance Indicator- Injury Prevention & Safety	
☐	I-8.1.3 Define human trafficking.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.2.1 Explain ways that culture and the media influence families and relationships.
☐	G-8.2.2 Discuss the influence of family, peers, culture, and the media on personal decisions about sexual behavior.
Performance Indicator- Injury Prevention & Safety	
☐	I-8.2.2 Discuss the risk factors, prevention, and support for someone who is involved in human trafficking.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.
☐	M-8.2.3 Explain ways that the media influences an individual's body image.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.3.1 Evaluate the availability of valid information, community resources, and testing locations related to reproductive health and STIs/STDs.
☐	G-8.3.2 Access valid information and resources related to bullying, cyberbullying, dating violence, sexual harassment, sexual abuse, and sexual assault.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-8.3.1 Locate valid health information, products, and services.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.
☐	G-8.4.2 Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors.
☐	G-8.4.3 Compare and contrast ways to communicate with parents, family members, and other safe adults about reproductive health and responsible behaviors.
Performance Indicator- Injury Prevention & Safety	
☐	I-8.4.1 Apply refusal and negotiation skills to reduce the risk of injury and promote personal safety.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-8.4.1 Demonstrate communication skills that foster healthy relationships.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors, including the use of the internet.
Performance Indicator- Injury Prevention & Safety	
☐	I-8.5.1 Apply a decision-making process to deal with situations involving personal safety and risk when using technology, including the internet, social media, texting, and sexting.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.6.1 Set a personal specific, measurable, attainable, realistic, and timely (SMART) goal to protect oneself from STIs/STDs, HIV, and AIDS.
☐	G-8.6.2 Explain effective methods for the prevention of unintended pregnancy in the context of future family planning.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.7.1 Explain how to effectively support a person who has been a victim of sexual assault, sexual abuse, rape, domestic violence, or dating violence.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-8.7.2 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.
☐	M-8.7.4 Describe the potential impacts of power differences such as age, status, or position within relationships.
Performance Indicator- Personal & Community Health	
☐	P-8.7.1 Explain behaviors that may lead to the spread of communicable diseases.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Textbook- Glenco Teen Health
Copyright Date	2021
Intended Grade Level	8th Grade
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 2- Dating Relationships & Abstinence		
Lesson Title	Page in the Curriculum	Comments
Lesson 1- Beginning to Date		
Lesson 2- Healthy Dating Relationships		
Lesson 3- Abstinence & Saying No		
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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.1.1 Explain how roles, including rules and responsibilities of the members in a family, change over time (e.g., parental responsibilities when parenting a teenager versus parental responsibilities when parenting an infant).
☐	G-8.1.2 Compare and contrast the structures and functions of the male and female reproductive systems.
☐	G-8.1.3 Describe health issues that can affect male and female reproductive systems.
☐	G-8.1.4 Discuss the advantages of abstinence.
☐	G-8.1.5 Describe signs and symptoms and effective treatments of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS).
☐	G-8.1.6 Explain effective methods for the prevention of STIs/STDs, HIV, AIDS, and unintended pregnancy.
☐	G-8.1.7 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology.
☐	G.8.1.8 Examine the scientific process of fertilization, prenatal care and development, childbirth, and postnatal care.
Performance Indicator- Injury Prevention & Safety	
☐	I-8.1.3 Define human trafficking.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.2.1 Explain ways that culture and the media influence families and relationships.
☐	G-8.2.2 Discuss the influence of family, peers, culture, and the media on personal decisions about sexual behavior.
Performance Indicator- Injury Prevention & Safety	
☐	I-8.2.2 Discuss the risk factors, prevention, and support for someone who is involved in human trafficking.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.
☐	M-8.2.3 Explain ways that the media influences an individual's body image.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.3.1 Evaluate the availability of valid information, community resources, and testing locations related to reproductive health and STIs/STDs.
☐	G-8.3.2 Access valid information and resources related to bullying, cyberbullying, dating violence, sexual harassment, sexual abuse, and sexual assault.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-8.3.1 Locate valid health information, products, and services.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.
☐	G-8.4.2 Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors.
☐	G-8.4.3 Compare and contrast ways to communicate with parents, family members, and other safe adults about reproductive health and responsible behaviors.
Performance Indicator- Injury Prevention & Safety	
☐	I-8.4.1 Apply refusal and negotiation skills to reduce the risk of injury and promote personal safety.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-8.4.1 Demonstrate communication skills that foster healthy relationships.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors, including the use of the internet.
Performance Indicator- Injury Prevention & Safety	
☐	I-8.5.1 Apply a decision-making process to deal with situations involving personal safety and risk when using technology, including the internet, social media, texting, and sexting.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.6.1 Set a personal specific, measurable, attainable, realistic, and timely (SMART) goal to protect oneself from STIs/STDs, HIV, and AIDS.
☐	G-8.6.2 Explain effective methods for the prevention of unintended pregnancy in the context of future family planning.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.7.1 Explain how to effectively support a person who has been a victim of sexual assault, sexual abuse, rape, domestic violence, or dating violence.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-8.7.2 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.
☐	M-8.7.4 Describe the potential impacts of power differences such as age, status, or position within relationships.
Performance Indicator- Personal & Community Health	
☐	P-8.7.1 Explain behaviors that may lead to the spread of communicable diseases.

Beaufort County School District
School Health Advisory Committee Curriculum Review Template

Name of Committee Member	
Name of Curriculum Resource	Textbook- Glenco Teen Health
Copyright Date	2021
Intended Grade Level	8th Grade
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 10- The Life Cycle (Lesson 4 & 5)		
Lesson Title	Page in the Curriculum	Comments
Lesson 4- Infant & Child Development		
Lesson 5- Staying Healthy as You Age		

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.1.1 Explain how roles, including rules and responsibilities of the members in a family, change over time (e.g., parental responsibilities when parenting a teenager versus parental responsibilities when parenting an infant).
☐	G-8.1.2 Compare and contrast the structures and functions of the male and female reproductive systems.
☐	G-8.1.3 Describe health issues that can affect male and female reproductive systems.
☐	G-8.1.4 Discuss the advantages of abstinence.
☐	G-8.1.5 Describe signs and symptoms and effective treatments of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS).
☐	G-8.1.6 Explain effective methods for the prevention of STIs/STDs, HIV, AIDS, and unintended pregnancy.
☐	G-8.1.7 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology.
☐	G.8.1.8 Examine the scientific process of fertilization, prenatal care and development, childbirth, and postnatal care.
Performance Indicator- Injury Prevention & Safety	
☐	I-8.1.3 Define human trafficking.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.2.1 Explain ways that culture and the media influence families and relationships.
☐	G-8.2.2 Discuss the influence of family, peers, culture, and the media on personal decisions about sexual behavior.
Performance Indicator- Injury Prevention & Safety	
☐	I-8.2.2 Discuss the risk factors, prevention, and support for someone who is involved in human trafficking.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.
☐	M-8.2.3 Explain ways that the media influences an individual's body image.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.3.1 Evaluate the availability of valid information, community resources, and testing locations related to reproductive health and STIs/STDs.
☐	G-8.3.2 Access valid information and resources related to bullying, cyberbullying, dating violence, sexual harassment, sexual abuse, and sexual assault.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-8.3.1 Locate valid health information, products, and services.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.
☐	G-8.4.2 Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors.
☐	G-8.4.3 Compare and contrast ways to communicate with parents, family members, and other safe adults about reproductive health and responsible behaviors.
Performance Indicator- Injury Prevention & Safety	
☐	I-8.4.1 Apply refusal and negotiation skills to reduce the risk of injury and promote personal safety.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-8.4.1 Demonstrate communication skills that foster healthy relationships.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors, including the use of the internet.
Performance Indicator- Injury Prevention & Safety	
☐	I-8.5.1 Apply a decision-making process to deal with situations involving personal safety and risk when using technology, including the internet, social media, texting, and sexting.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.6.1 Set a personal specific, measurable, attainable, realistic, and timely (SMART) goal to protect oneself from STIs/STDs, HIV, and AIDS.
☐	G-8.6.2 Explain effective methods for the prevention of unintended pregnancy in the context of future family planning.

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.*	
Grade 8 Knowledge Expectations: Check the box next to each performance indicator addressed in the curriculum.	
Performance Indicator- Growth, Development, & Sexual Health & Responsibility	
☐	G-8.7.1 Explain how to effectively support a person who has been a victim of sexual assault, sexual abuse, rape, domestic violence, or dating violence.
Performance Indicator- Mental, Emotional, & Social Health	
☐	M-8.7.2 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.
☐	M-8.7.4 Describe the potential impacts of power differences such as age, status, or position within relationships.
Performance Indicator- Personal & Community Health	
☐	P-8.7.1 Explain behaviors that may lead to the spread of communicable diseases.

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:

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- Avoid promoting biased or stereotypical perceptions of individuals or groups on the basis of personal characteristics.
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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.

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 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.	
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
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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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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:		

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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Name of Committee Member	
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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.

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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
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Name of Committee Member	
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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.
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- ***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.

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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	

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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.

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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.

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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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
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 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.

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

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	

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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:

- 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 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.

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 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.