

Health CR

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
S1	The student will comprehend concepts related to health promotion to enhance health.		
M-HS.1.1	Discuss situations that may require professional mental, emotional, and social health services.	Mental & Emotional Health	Section E: Understanding & Developing Identity
M-HS.1.2	Discuss the characteristics of healthy relationships.	Mental & Emotional Health Human Sexuality	Sec B: Understanding Emotions Sec D: Dating, Sex, & Abstinence
M-HS.1.3	Discuss the stages of loss and grief.	Mental & Emotional Health	Sec D: Understanding depression, suicide, & death
M-HS.1.4	Analyze the signs of depression and self-destructive behaviors (including potential risks of suicide).	Mental & Emotional Health	Sec D: Understanding depression, suicide, & death
M-HS.1.5	Identify causes of stress and other common mental health issues.	Mental & Emotional Health	Sec C: Understanding stress
I-HS.1.1	List common first aid procedures for a given scenario.	First Aid & CPR	Sec B: First Aid
I-HS.1.2	Identify the characteristics of an abusive relationship.		

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I-HS.1.3	Assess the effects of violence on individuals, school, and community.		
I-HS.1.4	Describe laws and regulations related to safety and personal injury (including bullying, dating violence , participating in gang activity, driving a motorized vehicle.)		
I-HS.1.5	Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.	First Aid & CPR	Sec C: Special situations & safety
D-HS.1.1	Discuss the benefits of avoiding ATOD .	Mental & Emotional Health	Sec C: Understanding stress
	D-HS.1.2 Examine the impact of ATOD use and abuse on the individual, his or her family, and society as a whole.	Drug, Alcohol, & Tobacco Awareness	Sec A: Alcohol Awareness Sec B: Illegal drug awareness Sec C: Tobacco awareness
D-HS.1.3	Describe the cycle of ATOD addiction as it relates to individuals and families.		

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D-HS.1.4	Examine the effects of ATOD on fetal development.	Human Sexuality	Sec E: Conception, fetal development, & birth
G-HS.1.1	Describe physical, social, and emotional changes that occur during adolescence.	Human Sexuality	Sec A: Physical anatomy & development
G-HS.1.2	Examine health issues that are specifically related to the male and female reproductive systems (for example, self-examination).	Human Sexuality	Sec A: Physical anatomy & development
G-HS.1.3	Describe the benefits of abstinence .	Human Sexuality	Sec D: Dating, sex, & abstinence
G-HS.1.4	Identify the benefits, effectiveness, and risks of pregnancy-prevention methods.	Human Sexuality	Sec B: Introduction to contraception
G-HS.1.5	Explain methods for the prevention of STIs/STDs, HIV, and AIDS .	Human Sexuality	Sec C: Sexually transmitted diseases
G-HS.1.6	Identify signs and symptoms of STIs/STDs, HIV, and AIDS .	Human Sexuality	Sec C: Sexually transmitted diseases
G-HS.1.7	Discuss methods of treatment for STIs/STDs, HIV, and AIDS .	Human Sexuality	Sec C: Sexually transmitted diseases
G-HS.1.8	Evaluate the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.	Human Sexuality	Sec C: Sexually transmitted diseases
G-HS.1.9	Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.	Human Sexuality	Sec E: Conception, fetal development & birth
G-HS.1.10	Discuss responsible prenatal and perinatal care.	Human Sexuality	Sec E: Conception, fetal development & birth
G-HS.1.11	Evaluate the impact of adolescent pregnancy on individuals, families, and communities.		
G-HS.1.12	Explore the benefits of adoption.		
G-HS.1.13	Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct.		
P-HS.1.1	Differentiate between risk-taking	Human Sexuality	Sec D: Dating, sex, &

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	and health-promoting behaviors.		abstinence
P-HS.1.2	Evaluate his or her personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.		
P-HS.1.3	Evaluate strategies for the prevention and treatment of communicable and chronic diseases.	Preventing Disease	Sec A: Pathogens & disease
P-HS.1.4	Explain the connection between personal health and access to health care, including dental care.		
P-HS.1.5	Examine ways that the environment and personal health are interrelated.	Mental & Emotional Health	Sec C: Understanding stress
N-HS.1.1	Evaluate the relationship between his or her own nutritional intake and overall physical, social, and mental health.	Nutrition	Sec A: Food pyramid Sec B: Essential nutrients & exercise
N-HS.1.2	Explain how the federal dietary guidelines are useful in planning healthy diets.	Nutrition	Sec A: Food pyramid
N-HS.1.3	Evaluate the benefits of daily moderate to vigorous physical activity.	Nutrition	Sec B: Essential nutrients & exercise
N-HS.1.4	Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.	Nutrition	Sec B: Essential nutrients & exercise
S2	The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
M-HS.2.1	Analyze ways that the family, peers, culture, and the media influence		

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	the mental, emotional, and social health of individuals.		
I-HS.2.1	Analyze the possible causes of conflict in schools, families, and communities.		
I-HS.2.2	Analyze the influence of peers and the media on the way an individual operates a motor vehicle and observes safety precautions.		
I-HS.2.3	Explain ways that an individual's behaviors affect his or her risk of becoming a perpetrator or a victim of violence.		
D-HS.2.1	Analyze personal, family, economic, legal, and societal issues that influence ATOD use.		
D-HS.2.2	Examine ways that media messages and marketing techniques influence ATOD use.		
D-HS.2.3	Analyze the connection between ATOD use and personal safety (including motor vehicle accidents, violence, and sexual assault).	Drug, Alcohol, & Tobacco Awareness	Sec A: Alcohol awareness
G-HS.2.1	Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality .		
P-HS.2.1	Analyze the influence of family, peers, culture, the media, technology, and other factors on health behaviors.		
P-HS.2.2	Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.		

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P-HS.2.3	Describe ways that environmental factors can affect the health of the community.		
P-HS.2.4	Discuss ways that research and medical care influence the prevention and treatment of health problems.		
P-HS.2.5	Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.	Preventing Disease	Sec B: Infectious disease continued
N-HS.2.1	Analyze ways that emotions and feelings influence the food choices, eating behavior, and physical activity of individuals.		
N-HS.2.2	Examine ways that the media, advertising, and marketing practices affect the nutrition and physical activity level of individuals.		
N-HS.2.3	Debate ways that school policy can influence healthy or unhealthy eating and physical activity levels.		
N-HS.2.4	Analyze ways that unhealthy eating behaviors and an inactive lifestyle contribute to chronic disease.	Nutrition	Sec B: Essential nutrients & exercise
S3	The student will demonstrate the ability to access valid information and products and services to enhance health.		
M-HS.3.1	Access valid mental, emotional, and social health information and services for him- or herself and others.		

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I-HS.3.1	Access information and local services about safety and the prevention of violence		
D-HS.3.1	Access valid information and resources to assist him or her in dealing with ATOD issues.		
G-HS.3.1	Access local resources for promoting reproductive health (for example, self-examination, ob-gyn, urologist, state or county health department).		
G-HS.3.2	Access local resources to help a survivor recover from sexual violence or abuse.		
P-HS.3.1	Analyze the cost and accessibility of local health care services, including dental care.		

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N-HS.3.1	Locate and analyze local opportunities for physical activity.		
N-HS.3.2	Analyze local sources of valid information on nutrition and physical activity (for example, school policy, legislation, economics).		
N-HS.3.3	Locate community programs and services that help others gain access to affordable healthy foods.		
S4	The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
HS.4.1	Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.		

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I-HS.4.1	Demonstrate refusal, negotiation, and collaboration skills to enhance his or her health and to avoid potentially harmful situations (for example, ATOD use, sexual harassment , gang activity).	Human Sexuality	Sec D: Dating, sex, & abstinence
G-HS.4.1	Demonstrate effective verbal and nonverbal communication skills in peer and dating relationships.	Human Sexuality	Sec D: Dating, sex, & abstinence
G-HS.4.2	Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.	Human Sexuality	Sec D: Dating, sex, & abstinence
G-HS.4.3	Evaluate ways to communicate with parents, family members, peers, and other trustworthy adults (for example, health care providers, law enforcement officers) about sexual health and responsibilities.		
P-HS.4.1	Demonstrate ways to ask for assistance to enhance his or her own health (for example, ask for a diet plan) and ways to offer assistance to enhance the health of others (for example, exercise with a friend).		

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S5	The student will demonstrate the ability to use decision-making skills to enhance health.		
D-HS.5.1	Analyze ways that ATOD affects an individual's thinking and decision making and therefore increases the risk of violence and other illegal activities.	Drug, Alcohol, & Tobacco Awareness	Sec A: Alcohol awareness Sec B: Illegal drug awareness
G-HS.5.1	Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation.	Mental & Emotional Health	Sec B: Understanding emotion
P-HS.5.1	Examine barriers to healthy decision making.		
P-HS.5.2	Justify when individual or collaborative decision making is appropriate.*		
P-HS.5.4	Utilize knowledge of body structure and function to make sound decisions related to personal health (for example, disease prevention, injury prevention, oral health).		
N-HS.5.1	Distinguish healthy from unhealthy foods on a variety of restaurant menus.		
S6	The student will demonstrate the ability to use goal-setting skills to		

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	enhance health.		
M-HS.6.1	Develop and implement a personal stress management plan.		
I-HS.6.1	Develop a plan to avoid unsafe situations and gang involvement.		
D-HS.6.1	Predict ways that short- and long-term goals can be affected by ATOD use.		
G-HS.6.1	Set a personal goal to maintain the health of his or her reproductive system.		
P-HS.6.1	Create a long-term personal health plan that is adaptable to changing health needs based on genetics, family history, and personal health behaviors.		
N-HS.6.1	Set a goal to maintain a healthy diet (for example, limiting sugar, fat, and salt consumption).	Nutrition	Sec B: Essential nutrients & exercise
N-HS.6.2	Set a goal to attain the federally recommended levels of physical activity and physical fitness for Americans.	Nutrition	Sec B: Essential nutrients & exercise
S7	The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.		
M-HS.7.1	Design and implement a plan to increase his or her resiliency .		
M-HS.7.2	Develop strategies for maintaining a positive self-concept.	Mental & Emotional Health	Sec E: Understanding & developing health
I-HS.7.1	Perform appropriate first aid and other emergency procedures for a given scenario.	First Aid & CPR	Sec B: First aid
I-HS.7.2	Develop injury prevention and treatment strategies for personal and		

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	family health.		
I-HS.7.3	Demonstrate strategies for solving interpersonal conflicts without harming him- or herself or others.		
I-HS.7.4	Discuss protective measures and warning signs of violence in dating and relationship situations.		
D-HS.7.1	Evaluate strategies for dealing with family, peer, and cultural pressure regarding ATOD .		
G-HS.7.1	Evaluate strategies for avoiding situations that increase the risk of sexual harassment , violence, and abuse.		
P-HS.7.1	Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of him- or herself and others.		
N-HS.7.1	Develop and implement a wellness plan that meets the federal dietary guidelines and the federal physical activity guidelines for Americans.		
S8	The student will demonstrate the ability to advocate for personal, family, and consumer health.		
I-HS.8.1	Advocate for disaster preparedness in the home, school, and community.		
D-HS.8.1	Examine ways to encourage positive alternatives to ATOD use.		
P-HS.8.1	Advocate for the promotion and protection of a healthy environment.		
N-HS.8.1	Examine ways to encourage others to make healthy eating choices and to increase their level of physical activity.		



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