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# South Carolina 7 Health Education

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                        |
|------------------|------------------------------------------------------------------------|
| State            | South Carolina                                                         |
| Grade            | 7 (Middle)                                                             |
| Subject          | Health Education                                                       |
| Course category  | Required / State or Local                                              |
| Standards family | Health Education                                                       |
| Framework        | 2017 South Carolina Academic Standards for Health and Safety Education |
| Issuing agency   | South Carolina Department of Education                                 |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units              |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Health, Activity and Eating Well

### Unit 3: Bodies, Families and Heredity · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                      |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What actually keeps a body well, and what is outside anybody's control?                                                              |
| Standards          | <b>Health, Activity and Eating Well</b> -> <b>N-7.1.5, N-7.1.6, N-7.2.1, N-7.1.3</b> — 4 standards; full text in the standards table |
| Learning target    | "I can discuss ways that activity, sleep and eating patterns support health."                                                        |
| Local dates        | _____ (enter your school dates)                                                                                                      |

### Measurable objectives

- Students will discuss ways to support health through activity, sleep and eating patterns.

### Success criteria (student-friendly)

- "I name a way activity supports health."
- "I explain why sleep belongs here."
- "I name a factor that is outside a person's control."

### Academic vocabulary

activity, sleep, pattern, energy, factor

### Materials and technology

- Notebooks
- Chart paper
- Published health information the teacher selects
- Question box
- Class devices

### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |
| Intervention / reteach  | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.                                                                    |

| Support area | This week's plan                                                                 |
|--------------|----------------------------------------------------------------------------------|
| Enrichment   | Extend into an open-ended centre or project connected to the essential question. |

**Assessment and evidence**

Ways discussed across activity, sleep and eating, with uncontrollable factors acknowledged.

**Family communication**

Ask your child why sleep counts as part of physical health.

## Day 41 — How This Week Is Run, and Why

Week 9, Day 1 · Unit 3 · Standards: N-7.1.5, N-7.1.6, N-7.2.1, N-7.1.3

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | The ground rules, stated first.                                               |
| Learning target   | "I can discuss ways that activity, sleep and eating patterns support health." |
| Vocabulary in use | activity, sleep, pattern                                                      |
| Local date        | _____                                                                         |

### Learning sequence

**SAFEGUARDING NOTE:** standard N-7.1.5, N-7.1.6, N-7.2.1, N-7.1.3 reads DISCUSS WAYS TO PREVENT OBESITY, and the classroom version of that topic - weighing pupils, calculating BMI, sorting foods into good and bad, setting weight targets - is a known contributor to disordered eating at exactly this age, not a neutral lesson. SO IN THIS WEEK NO PUPIL IS WEIGHED OR MEASURED, NO BMI IS CALCULATED, NO PUPIL'S BODY OR SIZE IS DISCUSSED OR COMPARED, NO FOOD IS CALLED GOOD OR BAD, AND NO BODY SIZE IS TREATED AS A FAILING OR A MORAL MATTER. If a pupil's relationship with food or with their body gives you concern, use your school's own route; do not handle it in the lesson. Connect: Unit 1's dimensions. Teach: the rules above, said aloud to the class. Try: shared restating. Apply: pupils record what this week is and is not about. Reflect: the standard is met by teaching what supports health, not by auditing bodies.

### Check for understanding

Student states what this week does not do.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — What Activity Does Inside a Body

Week 9, Day 2 · Unit 3 · Standards: N-7.1.5, N-7.1.6, N-7.2.1, N-7.1.3

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | Mechanism, not targets.                                                       |
| Learning target   | "I can discuss ways that activity, sleep and eating patterns support health." |
| Vocabulary in use | activity, sleep, pattern                                                      |
| Local date        | _____                                                                         |

### Learning sequence

Connect: the rules. Teach: what physical activity does - heart and lungs, strength, bone, sleep quality, mood - taught as mechanism, with NO target, no minimum anyone is measured against, and the point that movement someone will actually keep doing beats movement they will not. Try: shared listing from published health information. Apply: pupils record three effects. Reflect: mechanism is transferable; a number is not.

### Check for understanding

Student names something activity does in the body.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Sleep Is Part of This

Week 9, Day 3 · Unit 3 · Standards: N-7.1.5, N-7.1.6, N-7.2.1, N-7.1.3

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | The under-taught factor.                                                      |
| Learning target   | "I can discuss ways that activity, sleep and eating patterns support health." |
| Vocabulary in use | activity, sleep, pattern                                                      |
| Local date        | _____                                                                         |

### Learning sequence

Connect: activity. Teach: why sleep sits in a lesson about physical health at all - appetite regulation, concentration, mood, recovery - and that adolescent sleep timing shifts later by biology rather than by choice. Try: shared discussion. Apply: pupils explain why sleep belongs. Reflect: often the single most changeable factor at this age.

### Check for understanding

Student explains why sleep belongs to physical health.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Patterns, Not Individual Foods

Week 9, Day 4 · Unit 3 · Standards: N-7.1.5, N-7.1.6, N-7.2.1, N-7.1.3

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | The honest framing.                                                           |
| Learning target   | "I can discuss ways that activity, sleep and eating patterns support health." |
| Vocabulary in use | activity, sleep, pattern                                                      |
| Local date        | _____                                                                         |

### Learning sequence

Connect: sleep. Teach: that health follows overall PATTERNS over time rather than any single food, that no food is good or bad, and that regular meals, variety and enough of them are what published health information actually says. Try: shared discussion of patterns in general terms. Apply: pupils record what a pattern means. Reflect: NO PUPIL DESCRIBES, RECORDS OR REPORTS WHAT THEY EAT, and nothing is collected.

### Check for understanding

Student explains why patterns matter more than single foods.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — What Nobody Chooses

Week 9, Day 5 · Unit 3 · Standards: N-7.1.5, N-7.1.6, N-7.2.1, N-7.1.3

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | Standard N-7.1.5, N-7.1.6, N-7.2.1, N-7.1.3 assessed, honestly.               |
| Learning target   | "I can discuss ways that activity, sleep and eating patterns support health." |
| Vocabulary in use | activity, sleep, pattern                                                      |
| Local date        | _____                                                                         |

### Learning sequence

Connect: the week. Teach: the factors outside a person's control - genetics, medical conditions, medication, money, what is available where someone lives, disability, sleep disruption - and why a lesson that ignores these teaches children to blame themselves and each other. Try: shared listing. Apply: pupils discuss ways health is supported AND name factors nobody chooses. Reflect: standard N-7.1.5, N-7.1.6, N-7.2.1, N-7.1.3 recorded; the discussion is about health, and NOBODY'S BODY WAS THE SUBJECT.

### Check for understanding

Student discusses supportive practices and names an uncontrollable factor.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

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