6th Grade

Comprehensive Health Education

**Standard 1.0 Mental and Emotional Health**
Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance wellness.

MSDE 1.C.1. Analyze components to promote personal well-being.
- 1.C.1.a. Define and give examples of the components of personal well-being, identified as spiritual, physical, intellectual, emotional/mental, social, and environmental.
- 1.C.1.b. Investigate the components of personal well-being to assess areas of personal need.

MSDE 1.A.1 Recognize and apply effective communication skills.
- 1.A.1.a. Demonstrate effective listening skills.
- 1.A.1.b. Demonstrate effective speaking skills.
- 1.A.1.c. Demonstrate ways to communicate respect for diversity, including mental and physical disabilities, culture, and race/ethnicity.

**Standard 2.0 Alcohol, Tobacco, and Other Drugs**
Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address the non-use, use, and abuse of medications, alcohol, tobacco, and other drugs.

MSDE 2.A.1. Discuss the appropriate and inappropriate use of prescription and OTC drugs.
- 2.A.1.a. Explain why it is unsafe to misuse prescription and over the counter medications, such as, using medicine prescribed for someone else or other than its’ intended use.

MSDE 2.B.1. Identify and examine physical, psychological, social, and legal consequences of the use of tobacco.
- 2.B.1.a. Describe the effects of tobacco use and non-use on all body systems for self and others including addiction.
- 2.B.1.b Describe addiction as both a physical and psychological consequence of tobacco use.
- 2.B.1.c. Predict how the use of tobacco in a social setting may affect ones relationships in family/community gatherings, restaurants, and sporting events.
- 2.B.1.d. Demonstrate ways to minimize the impact of tobacco use by others on your health and well-being.
MSDE 2.B.2. Demonstrate knowledge of the harmful effects of tobacco as it relates to disease.
  • 2.B.2.a. Compare diseases that are linked to the use of tobacco products.

**Standard 5.0 Safety and Injury Prevention**
Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

MSDE 5.A.1. Demonstrate the ability to respond appropriately to situations requiring emergency services.
  • 5.A.1.a. - Construct and perform scenarios applying effective utilization of emergency services.

MSDE 5.B.2. Identify safety rules that prevent injury or accidents.
  • 5.B.2.a. - Give examples of practices that promote safe living in the home, in the bathroom, using electrical/power tools, being home alone, or on the internet.
  • 5.B.2.b. - Distinguish between safe and unsafe behaviors at school such as behaviors in the hallway, outside activities, transitions, cafeteria/auditorium/gymnasium, and restroom.
  • 5.B.2.c. - Illustrate techniques for vehicular and recreational safety in activities such as bicycling, skating, ATVs, automobile, and water/boating.

**Standard 4.0 Family Life and Human Sexuality**
Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and health growth and development throughout the life cycle.

MSDE 4.C.1. - Apply knowledge about puberty to the reproductive process.
  • 4.C.1.a. - Describe how the changes during puberty prepare the body for reproduction.
    o Identify ground rules for discussion in the Family Life and Human Sexuality unit.
    o Define puberty and the changes that occur during adolescence.
      ▪ Define the following terms: pituitary gland, puberty, adolescence
      ▪ Age range for puberty
  • 4.C.1.b. - Describe the process of human reproduction.
    o Identify the anatomy and the functions of the human reproductive system.
      ▪ Male: internal and external structures, sperm production, erection, ejaculation.
      ▪ Female: internal and external structure, egg maturation, ovulation, menstruation.
    o Describe the process of ovulation, menstruation, and fertilization.
    o Describe the process of fetal development.
    o Define the following terms: sexual intercourse, fertilization, pregnancy.
**Standard 7.0 Disease Prevention and Control**

Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

MSDE 7.B.1 Explain how the body fights infection.
   • 7.B.1.a. - Explain how the immune system responds to disease.

MSDE 7.C.1 Explain HIV/AIDS as a communicable disease.
   • 7.C.1.a. - Describe the modes of transmission for HIV.
   • 7.C.1.b. - Clarify ways HIV cannot be transmitted.
   • 7.C.1.c. - Identify behaviors that increase the risk of contracting HIV.
   • 7.C.1.d. - Identify ways to prevent the transmission of HIV/AIDS.

MSDE 7.D.1. Investigate the impact of cancer on the individual.
   • 7.D.1.a. - Identify types of cancer and organs most commonly affected.
   • 7.D.1.b. - Describe behaviors to reduce the risk of developing cancer.

   • 7.D.2.a. - Identify three negative effects of unprotected excessive exposure to the sun.
   • 7.D.2.b. - Identify three risk factors for skin cancer.
   • 7.D.2.c. - Describe personal behavior decisions that will decrease the risk for skin cancer.

**National Health Education Standards**

Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2 – Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3 – Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health

Standard 6 – Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8 - Students will demonstrate the ability to advocate for personal, family, and community health.

7th Grade Health Education

Comprehensive Health Education

**Standard 1.0 Mental and Emotional Health** – Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one’s self-concept and one’s relationship with others.

MSDE 1.C.1. Analyze components to promote personal well-being.
• 1.C.1.a. Define and give examples of the components of personal well-being, identified physical, emotional/mental, and social.

MSDE 1.G.1. Recognize the nature of conflict and conflict-resolution.
• 1.G.1.a. Identify sources of conflict.
• 1.G.1.b. Identify solutions for conflict.
• 1.G.1.c. Summarize conflict resolution strategies.
• 1.G.1.d. Demonstrate conflict resolution strategies, including collaboration, negotiation, and refusal to avoid harmful situations to self and others.

**Standard 2.0 Alcohol, Tobacco, and Other Drugs** - Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the non-use, use, and abuse of medications, alcohol, tobacco, and other drugs.

MSDE 2.C.1. Investigate the consequences of alcohol use and abuse on the individual and society.
• 2.C.1.a. Investigate statistics on drinking and driving in Maryland and surrounding states.
• 2.C.1.a (5th grade) Identify the physical and psychological consequences of alcohol addiction.
• 2.C.1.b. Devise public awareness campaigns concerning drinking and driving.

MSDE 2.C.2. Identify factors that influence alcohol use.
• 2.C.2.a Recognize and analyze media influences on alcohol use such as music, television, movies, art, billboards, radio, clothing, and magazines.

MSDE 2.E.1. Explain the effects of marijuana use.
• 2.E.1.a. Illustrate how marijuana affects the function and development of body systems, including brain, nervous system, respiratory, digestive, and reproductive.
• 2.E.1.b. Discuss how marijuana affects interpersonal relationships involving family and peers.
• 2.E.1.c. Recognize the external and internal influences on marijuana use.
• 2.E.1.d. Discuss healthy choices regarding marijuana use, such as dealing with pressures to use and encouraging others not to use.

Standard 7.0 Disease Prevention and Control - Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

MSDE 7.D.1. Investigate the impact of cardiovascular disease on the individual.
• 7.D.1.a. Describe the different types of cardiovascular disease.
• 7.D.1.b. Describe behaviors to reduce the risk of developing cardiovascular disease.

Standard 5.0 Safety and Injury Prevention - Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

MSDE 5.C.1. Recognize contributors to harassment and intimidating behaviors.
• 5.C.1.a. Identify examples of harassment and intimidating behaviors in media.
• 5.C.1.b. Analyze the impact of media influences on harassing and intimidating behaviors.
• 5.C.1.c. Recognize the inappropriate use of technology as it relates to harassment and intimidating behaviors.
• 5.C.1.d. Examine the influence of peer groups as they relate to harassing and intimidating behaviors.

Standard 4.0 Family Life and Human Sexuality – Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

MSDE 4.C.1. Apply knowledge about puberty to the reproductive process.
• 4.C.1.a. Describe how the changes during puberty prepare the body for reproduction. (6th Grade)
• 4.C.1.b. Describe the process of human reproduction. (6th Grade)


**National Health Education Standards**

Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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Standard 3 – Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6 – Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8 - Students will demonstrate the ability to advocate for personal, family, and community health.

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**8th Grade Health Education**

**Comprehensive Health Education**

**Standard 1.0 Mental and Emotional Health** – Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one’s self-concept and one’s relationship with others.

MSDE 1.C.1. Apply the components of personal well-being to develop lifelong wellness skills and strategies.
• 1. C.1. a. Explain the importance of assuming responsibilities of personal health behavior.

MSDE 1. J. 1 Implement a strategy and evaluate progress toward achieving personal goals.
• 1. J. 1. a. Identify warning signs of depression, suicide and/or other destructive behaviors.
• 1. J. 1. b. Identify resources that address depression and suicide.

Standard 2.0 Alcohol, Tobacco, and Other Drugs - Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the non-use, use, and abuse of medications, alcohol, tobacco, and other drugs.

MSDE 2.A.1. Distinguish between the appropriate and inappropriate use of prescription and OTC drugs and the resulting consequences.
• 2.A.1.a. Explain appropriate method for using prescription medicine.
• 2.A.1.b. Compare the negative effects of combining medicines including synergism and antagonism.
• 2.A.1.c. Identify and describe forms of misuse, including use of another’s prescription, combining drugs for another effect, and over medication.
• 2.A.1.d. Determine and analyze possible consequences of prolonged use.

MSDE 2.E.1. Classify a variety of psychoactive drugs and identify the consequences of their use and abuse.
• 2.E.1.a. Classify a variety of psychoactive drugs and identify the consequences of their use and abuse.
• 2.E.1.a. Compare different classification of drugs, including hallucinogens, stimulants, depressants, and narcotics.

MSDE 2.F.1. Determine appropriate and inappropriate use of steroids and the consequences of each.
• 2.F.1.a. Identify types and uses of steroids.
• 2.F.1.b. Discriminate between medical use and the abuse of steroids.
• 2.F.1.c. Assess the consequences of steroid abuse.
Standard 4 Family Life and Human Sexuality – Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

• 4.D.1.a. Justify the components of a healthy relationship, including respect for self and others, effective communication, honesty, support, empathy.
• 4.D.1.b. Prioritize and demonstrate the components of a healthy relationship in a variety of situations.

MSDE 4.E.1. Investigate factors that influence an individual’s decision concerning sexual behavior.
• 4.E.1.a. Validate the reasons why abstinence from sexual activity is a healthy, safe, and responsible decision for adolescents.
• 4.E.1.b. Develop ways to maintain abstinence in a relationship.
• 4.E.1.c. Model skills to resist peer pressure to have sexual intercourse.
• 4.E.1.d. Examine reasons why people have sexual intercourse, such as desire to have someone to love, alcohol/drug influence, partner pressure, media influence, curiosity, and to gain social status.

• 4.G.1.a. Assess the impact of unplanned pregnancy on the teen, the child and the family.
• 4.G.1.b. List reasons why people get pregnant such as by accident, not using contraception, to keep a partner, to have a child to love, not being abstinent.
• 4.G.1.c. Evaluate the impact of teen pregnancy on society, including schools, justice system, social service organizations, and welfare system.

• 4.I.1.a. Explain how each method of contraception works to prevent pregnancy, including effectiveness.
• 4.I.1.b. Explain how each method of contraception is used.
• 4.I.1.c. List the advantages and disadvantages of each method of contraception.
• 4.I.1.d. Identify where each method of contraception can be obtained.

Standard 7.0. Disease Prevention and Control - Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.
MSDE 7.C.1. Recognize and describe symptoms, effects on the body, treatment, and prevention of HIV/AIDS.

- 7.C.1.a. Summarize specific symptoms of HIV/AIDS.
- 7.C.1.b. Explain the progression from HIV to AIDS.
- 7.C.1.c. Describe the effects of HIV/AIDS on the body, including the immune system.
- 7.C.1.d. Investigate ways to prevent HIV/AIDS.

MSDE 7.D.1. Describe risk factors and behaviors that influence contraction and transmission of communicable diseases.

- 7.D.1.a. Explain how sexual behaviors and practices influence contraction of HIV/AIDS and STIs, including abstinence.
- 7.D.1.b. Explain how other behaviors and practices influence contraction of HIV/AIDS and STIs, including drug use, sharing needles (piercings, drugs and tattoos), mother to child, and occupational exposure.

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