

# Comprehensive Health Education

## Maryland Comprehensive Health Education Framework

### **Mental and Emotional Health**

#### 6<sup>th</sup> Grade Mental and Emotional Health

- Describe the components of wellness. 1a.6.1
- Explain the body's physical and psychological responses to stressful situations. 1a.6.9

#### 7<sup>th</sup> Grade Mental and Emotional Health

- Explain how role models display wellness. 1a.7.1
- Explain the interrelationship of the components of wellness. 1a.7.2
- Describe strategies for developing strengths and overcoming disappointments. 1a.7.5
- Explain the importance of a positive body image and its implications for mental and physical wellness 1a.7.16

#### 8<sup>th</sup> Grade Mental and Emotional Health

- Evaluate one's personal wellness. 1a.8.1
- Identify strategies to improve dimensions of wellness. 1a.8.2
- Describe how personal responsibility for one's choices is linked to self-worth and growth. 1a.8.6
- Demonstrate communication with a trusted adult about your overall wellness. 1a.8.7
- Explain the causes, symptoms, and effects of depression. 1a.7.11
- Explain the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.8.12
- Describe the signs and symptoms of people who are in danger of hurting themselves or others. 1a.8.13
- Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others. 1a.8.14

### **Substance Abuse Prevention**

#### 6<sup>th</sup> Grade Substance Abuse and Prevention

- Differentiate between proper use and abuse of prescription medicines. 1b.6.1
- Distinguish between proper use and abuse of over-the-counter medicines. 1b.6.2
- Describe situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.4
- Determine the reasons why people choose to use or not to use alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.5

#### 7<sup>th</sup> Grade Substance Abuse and Prevention

- Identify the physical effects of alcohol, opioids, nicotine products, marijuana products, and other drugs. 1b.7.2
- Describe the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other drugs. 1b.7.3
- Describe the positive alternatives to using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.7.4
- Explain why using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances is an unhealthy way to manage stress, anxiety, and depression. 1b.7.5

- Determine the benefits of being free from alcohol, opioids, nicotine products, marijuana products, and other drugs. 1b.7.6

### 8<sup>th</sup> Grade Substance Abuse and Prevention

- Identify the negative effects of incorrect use of prescription drugs and over-the-counter medicines. 1b.7.1
- Identify the negative effects of incorrect use of prescription drugs and over-the-counter medicines. 1b.7.1
- Defend the benefits of being free from alcohol, opioids, nicotine products, marijuana products, and other trending drug or substances. 1b.8.4

## **Safety and Violence Prevention**

### 6<sup>th</sup> Grade Safety and Violence Prevention

- Demonstrate effective ways to express needs, wants, and feelings, including the setting of and respecting of personal limits and boundaries. 1d.6.3
- Identify individuals have the right to refuse sexual contact. 1d.6.4
- Determine the benefits of using non-violence to solve interpersonal conflict. 1d.6.5
- Examine and model appropriate, respectful, and healthy ways to express affection, love, and friendship between people and in various situations. 1d.6.6
- Identify and describe healthy relationships between children and others (e.g., persons in authority, coaches, teachers, and clergy). 1d.6.9
- Identify verbal and/or non-verbal actions that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.6.10
- Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, discrimination, and violence. 1d.6.11
- Explain that it is never the fault of a person if they are made to feel unsafe. 1d.6.12

### 7<sup>th</sup> Grade Safety and Violence Prevention

- Explain why individuals have the right to refuse sexual contact. 1d.7.3
- Identify a source of support that a student can go to if they or someone they know is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 1d.7.11
- Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human trafficking that are designed to protect young people. 1d.7.12
- Identify the process of reporting incidents of harassment, stalking, and other intimidating behaviors. 1d.7.13
- Demonstrate ways to be a positive bystander by responding or reporting if someone is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 1d.7.14
- Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1d.7.15

### 8<sup>th</sup> Grade Safety and Violence Prevention

- Distinguish between appropriate and inappropriate verbal and/or non-verbal interactions. 1d.8.4
- Explain the importance of setting and respecting personal limits/boundaries. 1d.8.5
- Describe why individuals have the right to refuse sexual contact. 1d.8.6
- Define affirmative consent. 1d.8.7
- Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. 1d.8.8

- Identify situations including domestic violence where physical, emotional, verbal, or sexual abuse occurs in a person’s family. 1d.8.11
- Describe situations and behaviors that constitute sexual mistreatment grooming, harassment, abuse, assault, exploitation, and boundary violations. 1d.8.12
- Identify a source of support that a student can go to if they or someone they know is being abused or assaulted. 1d.8.14
- Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1d.8.16

## **Family Life and Human Sexuality**

### 6<sup>th</sup> Grade Family Life and Human Sexuality

- Describe the physical, social, and emotional changes that occur during puberty. 1c.5.3
- Summarize that the onset and progression of puberty varies considerably. 1c.5.4
- Describe how puberty prepares human bodies for the potential to reproduce. 1c.5.6
- Identify human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.6.7
- Explain menstruation, fertilization, and implantation. 1c.8.11
- Compare sex assigned at birth and gender identity and explain how they may or may not differ. 1c.7.5

### 7<sup>th</sup> Grade Family Life and Human Sexuality

- Describe human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.7.9
- Describe menstruation, fertilization, and implantation. 1c.7.10
- Define sexual identity and explain a range of identities related to sexual orientation. 1c.7.6
- Identify strategies for respecting individual differences in sexual growth and development, or physical appearance. 1c.7.8
- Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, and gender identity). 1c.7.7
- Identify ways to prevent pregnancy, including not having sex and effective use of contraceptives, including condoms. 1c.7.11

### 8<sup>th</sup> Grade Family Life and Human Sexuality

- Summarize human reproductive systems including medically accurate names for internal and external genitalia and the functions. 1c.8.10
- Explain menstruation, fertilization, and implantation. 1c.8.11
- Explain sex assigned at birth and gender identity and explain how they may or may not differ. 1c.8.7
- Describe sexual identity and explain a range of identities related to sexual orientation. 1c.8.8
- Describe how intolerance can affect others when aspects of their sexuality are different from one’s own. 1c.8.9
- Describe ways sexually active people can reduce the risk of pregnancy. 1c.8.12
- Distinguish healthy relationships from unhealthy ones. 1c.8.1
- Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships. 1c.8.2
- Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. 1c.8.3

## **Disease Prevention and Control**

### 6<sup>th</sup> Grade Disease Prevention and Control

- Explain the difference between infectious and noninfectious diseases. 1f.6.1
- Summarize ways that common infectious diseases are transmitted. 1f.6.2
- Explain ways to prevent the spread of germs that cause infectious diseases. 1f.6.3
- Summarize actions to take to protect one's skin against potential damage from exposure to the sun. 1f.6.6

### 7<sup>th</sup> Grade Disease Prevention and Control

- Explain the behavioral and environmental factors that contribute to chronic diseases including cancer, cardiovascular disease, and diabetes. 1f.7.1
- Identify how the most common Sexually Transmitted Infections (STIs) are transmitted 1f.7.3
- Describe ways to decrease the spread of STIs including HIV through abstinence, using condoms consistently and correctly when having sex, reducing your number of sexual partners, and using practicing universal precautions. 1f.7.4
- Describe the typical signs, symptoms, consequences, and treatment of common STIs including HIV. 1f.7.6

### 8<sup>th</sup> Grade Disease Prevention and Control

- Explain transmission methods of common sexually transmitted infections (STIs). 1f.8.3
- Summarize ways to decrease the spread of STIs including HIV through abstinence, using condoms consistently and correctly when having sex, and practicing universal precautions. 1f.8.4
- Describe the typical signs, symptoms, consequences, and treatment of STIs including HIV. 1f.8.5

## 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.