

Voluntary State Curriculum – Health Education

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Communication 1. Recognize different types of communication skills. a. Practice verbal and non-verbal methods of communication.</p> <p>B. Emotions 1. Recognize that emotions come from basic needs. a. Relate human needs to human emotions.</p>	<p>A. Communication 1. Recognize effective communication skills. a. Identify verbal and non-verbal methods of communication. b. Demonstrate healthy ways to communicate needs, wants, emotions, opinions, and information.</p> <p>B. Emotions 1. Describe how emotions influence behaviors. a. Demonstrate the ability to modify emotional responses. b. Compare helpful and harmful emotional responses.</p>	<p>A. Communication 1. Recognize and apply effective communication skills. a. Model verbal and non-verbal methods of communication.</p> <p>B. Emotions. 1. Examine emotions and responses to various situations a. Identify different complex emotions, such as anxiety, frustration, doubt, grief, elation, and others. b. Recognize the importance of expressing feelings verbally and non-verbally. c. Model positive verbal and non-verbal responses to various situations.</p>	<p>A. Communication 1. Recognize and apply effective communication skills. a. Demonstrate effective listening skills. b. Demonstrate effective speaking skills. c. Demonstrate ways to communicate respect for diversity, including mental and physical disabilities, culture, and race/ethnicity.</p> <p>B. Emotions 1. Establish how emotions influence behavior a. Synthesize positive ways to manage emotions.</p>	<p>A. Communication 1. Recognize and apply effective communication skills. a. Identify reasons for advocacy, including for needs and rights of others, healthy social environment, and fairness b. Demonstrate effective advocacy skills, in oral and written forms.</p>	<p>A. Communication 1. Recognize and apply effective communication skills. a. Analyze barriers to effective communication. b. Utilize/model strategies to overcome barriers when communicating information, ideas, emotions, and opinions. c. Evaluate effective communication in everyday situations.</p>

1.0 Cont'd.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>C. Components of Personal Well-being 1. Identify the components to promote personal well-being. a. Identify and describe the emotional and physical human needs, such as shelter, food, water, and love. b. Identify and describe human social needs. c. Describe the social needs addressed by belonging to a group. d. Recognize the feelings of being excluded from a group.</p> <p>D. Decision Making 1. Examine the steps of the decision-making process. a. Compare the difference between positive and negative consequences in age appropriate situations.</p> <p>E. Character Traits 1. Identify positive and negative character traits that contribute to one's uniqueness. a. Select and model strategies to incorporate positive character traits.</p>	<p>C. Components of Personal Well-being 1. Summarize the components that promote personal well-being. a. Describe components of personal well-being, identified as spiritual, physical, intellectual, emotional/mental, social, and environmental. b. Relate components of personal well-being to personal life situations and why they are important. c. Explore ways community, family, and school contribute to liking self.</p> <p>D. Decision Making 1. Examine the steps in the decision-making process. a. Explain how decisions are influenced by individuals, families, and communities. b. Compare variations of the decision-making process.</p> <p>E. Character Traits 1. Utilize strategies to demonstrate care, consideration, and respect for self and others. a. Develop strategies for making and keeping friends.</p>	<p>C. Components of Personal Well-being 1. Develop strategies to promote components of personal well-being. a. Investigate at least one component of personal well-being, other than physical, and develop a goal for positive self-change.</p> <p>D. Decision Making 1. Apply the decision-making process to personal issues and problems. a. Explain how decisions are influenced by individuals, families, and communities. b. Dramatize the decision-making process in various situations.</p>	<p>C. Components of Personal Well-being 1. Analyze components to promote personal well-being. a. Define and give examples of the components of personal well-being, identified as spiritual, physical, intellectual, emotional/mental, social, and environmental. b. Investigate the components of personal well-being to assess areas of personal need.</p> <p>D. Decision Making 1. Apply the decision-making process to personal issues and problems. a. Predict how decisions regarding behavior have consequences for self and others. b. Analyze how decisions are influenced by external conditions including culture and the media.</p> <p>E. Character Traits 1. Examine personal assets and strengths that contribute to ones uniqueness. a. Develop strategies to incorporate positive character traits.</p>		<p>C. Components of Personal Well-being 1. Apply the components of personal well-being to develop lifelong wellness skills and strategies. a. Explain the importance of assuming responsibilities of personal health behavior. b. Compose a personal health goal and measure progress towards its achievement. c. Devise a plan that addresses personal strengths, needs, and health risks.</p>

1.0 Cont'd.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
					<p>I. Personal Goals</p> <p>1. Implement a strategy and evaluate progress toward achieving personal goals.</p> <p>a. Identify the importance of setting goals.</p> <p>b. Explain how changing information, abilities, priorities, and responsibilities influence personal goals.</p> <p>c. Evaluate strategies, skills and resources that are used to achieve personal goals.</p> <p>d. Develop a goal to adopt, maintain or improve a personal wellness habit.</p> <p>e. Construct a plan to achieve a personal wellness goal.</p> <p>J. Mental Illness, Depression, Suicide</p> <p>1. Identify potential destructive behaviors.</p> <p>a. Identify warning signs of depression, suicide and/or other destructive behaviors.</p> <p>b. Identify resources that address depression and suicide.</p> <p>c. Examine suicide prevention strategies.</p>

Voluntary State Curriculum – Health Education

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.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Medicine 1. Identify safe practices for using prescription and Over the Counter (OTC) drugs. a. Identify prescription and OTC drugs. b. Explain the importance of following directions when using medicines or other substances. c. List and describe appropriate uses for prescribed and OTC drugs.</p>		<p>A. Medicine 1. Identify safe practices for using prescription and OTC drugs. a. Distinguish between prescription and OTC drugs. b. List ways to safely use medicine and/or over the counter drugs.</p>	<p>A. Medicine 1. Discuss the appropriate and inappropriate use of prescription and OTC drugs. a. Explain why it is unsafe to misuse prescription and OTC medication, such as using medicine prescribed for someone else or other than its intended use.</p>		<p>A. Medicine 1. Distinguish between the appropriate and inappropriate use of prescription and OTC drugs and the resulting consequences. a. Explain appropriate method for using prescription medicine. b. Compare the negative effects of combining medicines including synergism and antagonism. c. Identify and describe forms of misuse, including use of another’s prescription, combining drugs for another effect, and over medication. d. Determine and analyze possible consequences of prolonged use.</p>

2.0 Cont'd.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>B. Tobacco</p> <p>1. Identify and examine physical consequences of the use of tobacco.</p> <p>a. Recognize that tobacco products contain nicotine.</p> <p>b. Identify forms of tobacco, such as smoke or smokeless.</p> <p>c. Describe the effects of tobacco use and non-use, including second-hand smoke, on the body.</p> <p>d. Demonstrate a personal commitment not to use tobacco.</p>		<p>B. Tobacco</p> <p>1. Develop and apply skills to resist pressure to use tobacco.</p> <p>a. Recognize the internal and external influences on use of tobacco.</p> <p>b. Identify and practice strategies for dealing with peer pressure.</p> <p>c. Recognize and analyze media influences on tobacco use such as music, television, movies, art, billboards, radio, clothing, magazines.</p> <p>d. Discuss family, cultural, peer, and legal influences on tobacco to avoid use.</p> <p>e. Demonstrate ways to encourage others not to use tobacco.</p>	<p>B. Tobacco</p> <p>1. Identify and examine physical, psychological, social, and legal consequences of the use of tobacco.</p> <p>a. Describe the effects of tobacco use and non-use on all body systems for self and others including addiction.</p> <p>b. Describe addiction as both a physical and psychological consequence of tobacco use.</p> <p>c. Predict how the use of tobacco in a social setting may affect ones relationships in family/community gatherings, restaurants, and sporting events.</p> <p>d. Demonstrate ways to minimize the impact of tobacco use by others on your health and well-being.</p> <p>e. Identify the legal issues and discuss the consequences of underage tobacco use and/or possession.</p> <p>f. Formulate strategies for supporting a tobacco free environment.</p> <p>2. Demonstrate knowledge of the harmful effects of tobacco as it relates to disease.</p> <p>a. Compare diseases that are linked to the use of tobacco products.</p>	<p>B. Tobacco</p> <p>1. Identify and apply tobacco use prevention strategies.</p> <p>a. Demonstrate prevention strategies.</p>	

<p>D. Caffeine</p> <p>1. Identify caffeine as a drug.</p> <p>a. List products that contain caffeine.</p> <p>b. Suggest alternative products which do not contain caffeine.</p>	<p>C. Alcohol</p> <p>1. Identify and examine physical consequences of alcohol use.</p> <p>a. Differentiate the amount of ethanol in various alcoholic beverages, such as beer, wine and liquor.</p> <p>b. Describe the short and long -term effects of alcohol use and non-use on the body.</p>	<p>C. Alcohol</p> <p>1. Identify and examine physical, psychological, and social, consequences of alcohol use.</p> <p>a. Identify the physical and psychological consequences of alcohol addiction.</p> <p>b. Discuss how the abuse of alcohol may affect others, such as drinking and driving.</p> <p>d. Explain the legal consequences of underage alcohol use and/or possession.</p> <p>2. Develop and apply skills to resist pressure to use alcohol.</p> <p>a. Demonstrate strategies for dealing with peer pressure.</p>		<p>C. Alcohol</p> <p>1. Investigate the consequences of alcohol use and abuse on the individual and society.</p> <p>a. Investigate statistics on drinking and driving in Maryland and surrounding states.</p> <p>b. Devise public awareness campaigns concerning drinking and driving.</p> <p>2. Identify factors that influence alcohol use.</p> <p>a. Recognize and analyze media influences on alcohol use such as music, television, movies, art, billboards, radio, clothing, and magazines.</p>	<p>C. Alcohol</p> <p>1. Describe the impact of addiction on individuals and society and identify resources for rehabilitation.</p> <p>a. Describe how addiction impacts family and society.</p> <p>b. Explore diseases caused by alcohol abuse such as cirrhosis and Fetal Alcohol Syndrome (FAS).</p> <p>c. Investigate support services and community resources for assistance and treatment, including Alcoholics Anonymous (AA), Al-Anon, and Alateen.</p> <p>2. Recognize and explain the legal ramifications of alcohol use and abuse in a variety of situations.</p> <p>a. Investigate specific laws governing alcohol, including Blood Alcohol Level/Blood Alcohol Content (BAL/BAC), moving vehicles (DUI), cultural (religious and home), and purchasing (fake ID, underage, other buyers).</p>
---	--	--	--	---	---

Voluntary State Curriculum – Health Education

3.0 Personal and Consumer Health - Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community resources.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<p>B. Information, Products, and Services</p> <p>1. Locate resources that provide valid health information concerning consumer health issues and services.</p> <p>a. Identify the health services available in the school and community.</p> <p>b. Analyze various media messages for valid health information.</p> <p>c. Identify advertising techniques used in different media sources to sell health products.</p> <p>d. Identify and recognize product label information.</p>	<p>A. Personal Health Maintenance</p> <p>1. Identify and practice health-enhancing behaviors to reduce health risks for safer, healthier lives.</p> <p>a. Identify personal health needs.</p> <p>b. Demonstrate skills and strategies to improve and maintain personal health.</p> <p>c. Describe how conditions of the environment affect personal health.</p> <p>d. Explain the importance of assuming responsibility for personal health behaviors.</p> <p>B. Information, Products, and Services</p> <p>1. Locate resources from home and school that provide valid health information concerning consumer health issues and services.</p> <p>a. Identify current health care issues and the health services available in the school.</p>	<p>A. Personal Health Maintenance</p> <p>1. Examine health-enhancing behaviors to reduce health risks for safer, healthier lives.</p> <p>a. Evaluate personal health behaviors.</p> <p>b. Examine how personal health habits affect social wellness.</p> <p>B. Information, Products, and Services</p> <p>1. Locate resources in the community that provide valid health information concerning consumer health issues and services.</p> <p>a. Identify current health care issues and the health services available in the community.</p>	<p>B. Information, Products, and Services</p> <p>1. Access and compare health information, products, and services in order to become health literate consumers.</p> <p>a. Appraise health care products, services, and resources based on valid criteria.</p> <p>b. Describe health care services, such as physicians/specialists, local health departments, hospitals, rehabilitation facilities, and holistic medicines.</p>	<p>A. Personal Health Maintenance</p> <p>1. Access and evaluate health enhancing behaviors and reduce health risks to live safer, healthier lives.</p> <p>a. Evaluate the negative consequences of behaviors, including tattoos, body piercings, and sharing health products.</p> <p>b. Analyze how health behaviors and use of health services are influenced by diversity, such as family traditions, social/cultural customs, religious beliefs, geographic locations (access to services), and economic status.</p> <p>B. Information, Products, and Services</p> <p>1. Access and evaluate health information, products, and services in order to become health literate consumers.</p> <p>a. Describe society’s responsibility for maintaining and improving the quality and availability of health care from health clinics, physicians, Medicaid/Medicare, governmental agencies, and community based organizations.</p>

Voluntary State Curriculum – Health Education

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.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Family Unit 1. Identify what makes a healthy family. a. Recognize the different relationships within the family, such as parent/child and sibling/sibling. b. Identify ways your family members show they care for each other. c. List ways families can resolve conflicts, such as family meetings, parent involvement, and talking things out.</p>		<p>A. Family Unit 1. Describe how family members influence the development of adolescents. a. Describe the relationships that exist within a family. b. Explain how family relationships may change during puberty.</p> <p>C. Puberty and Reproduction 1. Describe the impact of puberty on physical wellness. a. Define puberty. b. Identify the parts of the human male and female reproductive system. c. Explain the function of the human reproductive organs. d. Explain the menstrual cycle and nocturnal emissions. e. Identify personal hygiene products.</p>	<p>C. Puberty and Reproduction 1. Apply knowledge about puberty to the reproductive process. a. Describe how the changes during puberty prepare the body for reproduction. b. Describe the process of human reproduction.</p>	<p>A. Family Unit 1. Explore how family members influence the development of adolescents. a. Demonstrate how family relationships influence personal health.</p>	<p>A. Family Unit 1. Analyze how family members influence the development of adolescents a. Investigate factors that influence stereotyping and generalizations about gender.</p> <p>C. Puberty and Reproduction 1. Describe the process of the menstrual cycle. a. Chart the menstrual cycle. b. Explain the stages of the menstrual cycle and its connection to a woman’s overall health.</p>

4.0 Cont'd.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
		<p>D. Healthy Relationships 1. Describe how relationships change with peers throughout puberty. a. Identify various positive and negative social groups. b. Describe male and female stereotypes and their impact on the individual and a diverse society.</p>		<p>D. Healthy Relationships 1. Examine the elements that contribute to family structure. a. Discuss how culture and customs affect interpersonal relationships. b. Analyze the effect of family values on children.</p>	<p>D. Healthy Relationships 1. Evaluate the components of a healthy relationship. a. Justify the components of a healthy relationship, including respect for self and others, effective communication, honesty, support, empathy, and ability to resolve conflicts in rational, peaceful way b. Prioritize and demonstrate the components of a healthy relationship in a variety of situations.</p> <p>E. Abstinence 1. Investigate factors that influence an individual's decision concerning sexual behavior. a. Validate the reasons why abstinence from sexual activity is a healthy, safe, and responsible decision for adolescents. b. Develop ways to maintain abstinence in a relationship. c. Model skills to resist peer pressure to have sexual intercourse. 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.</p>

4.0 Cont'd.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
					<p>F. Fetal Development 1. Explain the gestation process of fetal development and maternal changes. a. Describe the fertilization process. b. Illustrate the stages of gestation. c. Summarize the birth process.</p> <p>G. Teen Pregnancy 1. Determine the impact of teen pregnancy. a. Assess the impact of unplanned pregnancy on the teen, the child and the family. 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 c. Evaluate the impact of teen pregnancy on society, including schools, justice system, social service organizations, and welfare system.</p> <p>H. Responsibilities of Parenthood 1. Recognize parental qualities and resources necessary for promoting child/adolescent health. a. Describe qualities and characteristics of effective parenting. b. Identify resources a person should possess before considering parenthood.</p>

4.0 Co

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
					<p>2. Investigate the responsibilities of parenting.</p> <ul style="list-style-type: none">a. Assess the costs associated with raising a child.b. Evaluate the impact of parenting on time management.c. Demonstrate effective parenting skills. <p>I. Contraception</p> <p>1. Describe methods of contraception.</p> <ul style="list-style-type: none">a. Explain how each method of contraception works to prevent pregnancy, including effectiveness.b. Explain how each method of contraception is used.c. List the advantages and disadvantages of each method of contraception.d. Identify where each method of contraception can be obtained.

Voluntary State Curriculum – Health Education

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.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Responding to Emergencies</p> <p>1. Demonstrate the ability to respond appropriately to emergency situations.</p> <p>a. Identify different emergency situations.</p> <p>b. Demonstrate basic first aid for small cuts and scrapes, blisters, mild burns, choking, sunburn, and nosebleeds.</p> <p>2. Demonstrate the ability to access emergency services.</p> <p>a. Categorize procedures for reporting an emergency, such as telephone 911 and/or contact an adult.</p> <p>3. Demonstrate the ability to respond appropriately to situations that do not require emergency services.</p> <p>a. Plan what to do in situations not requiring the use of emergency services, for example locked out of house, transportation issues, missed bus, parents not showing, or others.</p>	<p>A. Responding to Emergencies</p> <p>1. Demonstrate the ability to respond appropriately to emergency situations.</p> <p>a. Distinguish between emergency and non-emergency situations and identify appropriate responses.</p> <p>b. Identify situations and settings that place an individual at personal risk.</p> <p>c. Analyze risky situations and identify ways to avoid them.</p>		<p>A. Responding to Emergencies</p> <p>1. Demonstrate the ability to respond appropriately to situations requiring emergency services.</p> <p>a. Construct and perform scenarios applying effective utilization of emergency services.</p>	<p>A. Responding to Emergencies</p> <p>1. Demonstrate the ability to respond appropriately to situations that do not require emergency services.</p> <p>a. Show basic first-aid procedures for burns, cuts, scrapes, poisonings, sprains, choking/airway obstruction, and others.</p> <p>b. Demonstrate universal precautions for dealing with body fluids.</p>	

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>C. Harassment</p> <p>1. Identify teasing and bullying as harassment and their effects on the individual</p> <p>a. Differentiate between teasing and bullying.</p> <p>b. Recognize examples of teasing and bullying, such as isolation, name calling and other verbal assaults, and pushing and other physical assaults.</p> <p>c. Examine the effects of teasing and bullying from the perspective of the bully and the bullied.</p> <p>2. Describe and demonstrate the difference between telling and tattling</p> <p>a. Create role play situations for telling and tattling.</p>	<p>B. Safety Rules and Procedures</p> <p>1. Identify safety rules that will prevent injury or accidents in specific situations.</p> <p>a. Explain the safety rules for use of electricity.</p> <p>b. Develop a fire evacuation plan.</p> <p>c. Summarize the four steps of gun safety, including stop, don't touch, leave the area, and tell an adult.</p> <p>C. Harassment</p> <p>1. Identify harassment as a form of violence.</p> <p>a. Define harassment.</p> <p>b. Discuss the effects of harassment on personal well-being.</p> <p>c. Plan strategies to respond to harassment.</p>	<p>B. Safety Rules and Procedures</p> <p>1. Identify household products that can be abused by inhaling.</p> <p>a. Define inhalants and list examples.</p> <p>b. Investigate the effects of inappropriate use of household products on the body.</p> <p>c. List rules and safe practices for the use of household products.</p> <p>C. Harassment</p> <p>1. Recognize sexual harassment as a form of violence.</p> <p>a. Define sexual harassment.</p> <p>b. Describe examples of intimidating behaviors.</p> <p>c. Demonstrate strategies to overcome or avoid harassment.</p> <p>d. Develop a list of trusted adults to notify if harassment occurs.</p>	<p>B. Safety Rules and Procedures</p> <p>2. Identify safety rules that prevent injury or accidents.</p> <p>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.</p> <p>b. Distinguish between safe and unsafe behaviors at school such as behaviors in the hallway, outside activities, transitions, cafeteria / auditorium/gymnasium, restroom.</p> <p>c. Illustrate techniques for vehicular and recreational safety in activities such as bicycle, skating, ATVs, automobile, and water/boating.</p>	<p>C. Harassment</p> <p>1. Recognize contributors to harassment and intimidating behaviors.</p> <p>a. Identify examples of harassment and intimidating behaviors in media.</p> <p>b. Analyze the impact of media influences on harassing and intimidating behaviors.</p> <p>c. Recognize the inappropriate use of technology as it relates to harassment and intimidating behaviors.</p> <p>d. Examine the influence of peer groups as they relate to harassing and intimidating behaviors.</p>	<p>C. Harassment</p> <p>1. Demonstrate healthy and safe ways to respond to verbal and/or non-verbal interactions.</p> <p>a. Distinguish between appropriate and inappropriate verbal and/or non-verbal interactions.</p> <p>b. Practice safe reactions to sexual harassment.</p>

5.0 Cont'd

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<p>D. Abuse and Assault</p> <p>1. Identify abuse and assault as a form of violence.</p> <p>a. Define abuse and assault.</p> <p>b. Explain the effects of abuse and assault on personal well-being.</p> <p>c. Develop strategies to respond to abuse and assault.</p> <p>2. Assesses and respond to situations that threaten personal safety and may result in abuse (physical, emotional, verbal, and sexual).</p> <p>a. Identify threatening situations.</p> <p>b. Create a list of trusted people and/or community resources to notify/contact if assault or abuse occurs.</p>		<p>D. Abuse and Assault</p> <p>1. Recognize various forms of intimidating behaviors.</p> <p>a. Identify various actions such as verbal and/or non-verbal, that constitute abuse and assault.</p> <p>b. Classify abusive behaviors as physical, emotional, verbal, or sexual.</p>		

Voluntary State Curriculum – Health Education

6.0 Nutrition and Fitness - Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>D. Nutrients 1. Identify and define functions of nutrients. a Describe the six major nutrients and how the body uses them. b. Describe why the body needs water.</p>	<p>D. Nutrients 1. Identify and define functions of nutrients. a. Describe how nutrients in foods contribute to health. b. Investigate why the body needs calcium. c. Summarize why the body needs vitamins and minerals.</p>		<p>B. Food Production 2. Discuss ways to prevent food borne illness. a. Discuss the components of a food sanitation plan such as <i>Fight Bac Campaign</i>.</p>	<p>D. Nutrients 1. Explain the role of nutrients. a. Describe the function of the six major nutrients. b. List and explain how nutrients affect the risk factors for common chronic diseases, including cancer, cardiovascular disease, osteoporosis, and Type II Diabetes. c. Describe how nutrient intake can contribute to being overweight or obese. d. Investigate food sources/groups for nutrients that have a positive and negative effect on the four common chronic diseases and being overweight or obese.</p>	

6.0 Cont'd.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>E. Food and Health</p> <p>1. Demonstrate the relationship among food intake, physical activity, and weight management.</p> <p>a. Define healthy weight.</p> <p>b. Discuss factors that affect a person’s weight, such as age, gender, height, family, society, activity level, and illness.</p> <p>c. Illustrate the importance of balancing food intake with physical activity.</p>	<p>E. Food and Health</p> <p>1. Demonstrate the relationship among food intake, physical activity, and weight management.</p> <p>a. Define calorie.</p> <p>b. Explain how caloric intake impacts exercise.</p> <p>c. Describe caloric output during exercise.</p> <p>2. Explain the relationship between nutrition and physical activity.</p> <p>a. Identify components of physical fitness, including muscular endurance, muscular strength, cardio respiratory endurance, flexibility, and body composition</p> <p>b. Explain the effect of nutrition on the five fitness components, including cardiovascular endurance, flexibility, muscular endurance, muscular strength, and body composition.</p>	<p>E. Food and Health</p> <p>1. Examine the relationship among food intake, physical activity, and weight management.</p> <p>a. Compare the relationship between caloric intake and output during activity/inactivity.</p> <p>b. Investigate caloric value of personal meal plan in relation to physical activity.</p>	<p>E. Food and Health</p> <p>1. Interpret the relationship among food intake, physical activity, and weight management.</p> <p>a. Define and discuss what constitutes a healthful weight based on approved screening and diagnostic tools, such as the Body Mass Index (BMI) or waist to hip circumference.</p> <p>b. Students will describe the benefits of physical activity in relationship to weight management.</p>	<p>E. Food and Health</p> <p>1. Interpret the relationship among food intake, physical activity, and weight management.</p> <p>a. Describe how to maintain a healthful weight by monitoring calories, energy balance, and physical activity.</p> <p>b. Predict how insufficient energy balance impacts health.</p>	

6.0 Cont'd.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>F. Nutrition and Physical Activity Guidelines 2. Analyze the Nutrition Facts Label. a. Identify the information provided on the Nutrition Facts Label. b. Explain why the Nutrition Facts Label is a valid source of information. c. Compare the relationship between serving size and servings per container.</p> <p>G. Body Image 1. Identify and describe body image. a. Define body image. b. Explain how internal and external influences impact body image.</p>	<p>F. Nutrition and Physical Activity Guidelines 1. Summarize the Dietary Guidelines for Americans. a. Explain each of the Dietary Guidelines. b. Identify factors that influence food choices. c. Compare personal food choices to the Dietary Guidelines.</p> <p>2. Analyze the Nutrition Facts Label. a. Examine the Nutrition Facts Label to locate specific components. b. Compare nutrient information on a variety of food labels.</p> <p>G. Body Image 1. Analyze influences on body image. a. Examine how the media/advertising portrays positive and negative body images.</p>	<p>G. Body Image 1. Identify how body image affects eating habits. a. Identify factors that affect eating habits, including body image. b. Describe harmful eating habits.</p>	<p>F. Nutrition and Physical Activity Guidelines 2. Describe and analyze the Nutrition Facts Label. a. Analyze the information on a nutrition facts label.</p> <p>3. Identify the Physical Activity Pyramid. a. Identify components of the Physical Activity Pyramid.</p> <p>G. Body Image 1. Describe various factors that influence body image. a. Distinguish between body composition and body image. b. Recognize and examine the factors that contribute to personal eating behaviors, such as hunger vs. appetite, stress, environment, family/culture, media, and peers.</p> <p>2. Identify and describe body types. a. Identify different body types, including endomorph, mesomorph, and ectomorph.</p>	<p>F. Nutrition and Physical Activity Guidelines 1. Investigate the differences in the Dietary Guidelines for Americans related to culture and age groups. a. Compare healthy eating plans from other cultures. b. Compare different nutritional requirements for various age groups.</p> <p>3. Illustrate the Physical Activity Pyramid as it relates to physical activity level. a. Compare personal physical activity level to the components of the Physical Activity Pyramid. b. Investigate additional forms of physical activity that will lead to 60 minutes of moderate to vigorous physical activity every day.</p> <p>G. Body Image 1. Examine the media for messages that impact body image. a. Compare how various media messages portray males and females. b. Identify and describe the effect of marketing strategies on consumer choice and body image.</p>	

6.0 Cont'd.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
				<p>H. Eating Disorders</p> <p>1. Examine various kinds of eating disorders.</p> <p>a. Investigate the three most common eating disorders, Bulimia Nervosa, Anorexia Nervosa, and Binge Eating Disorder.</p> <p>b. Summarize causes, symptoms, and treatment for the three most common eating disorders.</p> <p>2. Analyze internal and external influences that may lead to eating disorders.</p> <p>a. Distinguish between internal and external influences.</p> <p>b. Demonstrate how knowledge of eating disorders impacts real life situations.</p>	

6.0 Cont'd

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>I. Goal Setting</p> <p>1. Apply information using the My Pyramid to choose a healthy breakfast.</p> <p>a. Apply the My Pyramid, including the food groups, number of servings, and serving sizes to breakfast choices.</p> <p>b. Explain the importance of breakfast in relation to a healthy body.</p> <p>c. Create a breakfast menu using My Pyramid.</p>		<p>I. Goal Setting</p> <p>1. Apply information from the Food Guide Pyramid to choose healthy snacks.</p> <p>a. Identify healthy snacks from each food group.</p> <p>b. Demonstrate how healthy snacking fits into their daily diet.</p>	<p>I. Goal Setting</p> <p>1. Apply the Dietary Guidelines for Americans in meal planning.</p> <p>a. Describe the basic principles of meal planning.</p> <p>b. Explain how to create a healthy meal plan using the Food Guide Pyramid and Dietary Guidelines for Americans.</p>	<p>I. Goal Setting</p> <p>1. Apply the Dietary Guidelines for Americans in meal planning.</p> <p>a. Apply the Dietary Guidelines for Americans in making healthy food choices at home meals, school meals, fast food restaurants, restaurants, parties/events, and movies.</p> <p>b. Develop and assess a healthy eating plan based on the Dietary Guidelines.</p> <p>2. Identify and construct a personal weight management plan.</p> <p>a. Develop a physical activity plan for weight management.</p>	

Voluntary State Curriculum – Health Education

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.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Disease Classification</p> <p>1. Identify diseases as communicable.</p> <p>a. Discuss communicable disease.</p> <p>b. Identify examples of communicable diseases such as, common cold, strep throat, flu, and others.</p> <p>c. Explain the importance of prevention or early detection and treatment of disease.</p> <p>2. Identify diseases as non communicable.</p> <p>a. Discuss non-communicable disease.</p> <p>b. Identify exams testing for the presence of non-communicable disease such as allergies, asthma, and others.</p> <p>3. Compare parasitic diseases.</p> <p>a. Identify parasites such as lice and ticks.</p> <p>b. Identify conditions/diseases caused by parasites.</p> <p>c. Illustrate strategies to prevent parasitic diseases.</p>		<p>A. Disease Classification</p> <p>1. Differentiate between communicable and non-communicable diseases.</p> <p>a. Compare pathogens such as bacteria, protozoa, virus, and fungus.</p> <p>b. Identify the modes of transmission, such as air, touch, food, and body fluids.</p> <p>B. Prevention Practices</p> <p>1. Explain how the body fights infection.</p> <p>a. Explain how the immune system responds to disease.</p>			

7.0 Cont'd.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
		<p>C. HIV/AIDS</p> <p>1. Explain HIV/AIDS as a communicable disease.</p> <p>a. Describe the modes of transmission for HIV.</p> <p>b. Clarify ways HIV cannot be transmitted.</p> <p>c. Identify behaviors that increase the risk of contracting HIV.</p> <p>d. Identify ways to prevent the transmission of HIV/AIDS.</p>			<p>C. HIV/AIDS</p> <p>1. Recognize and describe symptoms, effects on the body, treatment, and prevention of HIV/AIDS.</p> <p>a. Summarize specific symptoms of HIV/AIDS.</p> <p>b. Explain the progression from HIV to AIDS.</p> <p>c. Describe the effects of HIV/AIDS on the body, including the immune system.</p> <p>d. Investigate ways to prevent HIV/AIDS.</p> <p>e. Examine various modes of treatment.</p>

7.0 Cont'd.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
		<p>D. Risk Factors</p> <p>1. Analyze personal daily living habits and choices that increase the risk of developing disease.</p> <p>a. List behaviors that increase the risk of developing disease such as cardiovascular, pulmonary and cancer.</p> <p>b. Identify and categorize personal habits into high, medium and low risk behaviors.</p>	<p>D. Risk Factors</p> <p>1. Investigate the impact of cancer on the individual.</p> <p>a. Identify types of cancer and organs most commonly affected.</p> <p>b. Describe behaviors to reduce the risk of developing cancer.</p> <p>2. Demonstrate knowledge regarding dangers of excessive exposure to the sun and methods of protection.</p> <p>a. Identify three negative effects of unprotected excessive exposure to the sun.</p> <p>b. Identify three risk factors for skin cancer.</p> <p>c. Describe personal behavior decisions that will decrease the risk for skin cancer.</p>	<p>D. Risk Factors</p> <p>1. Investigate the impact of cardiovascular disease on the individual.</p> <p>a. Describe the different types of cardiovascular disease.</p> <p>b. Describe behaviors to reduce the risk of developing cardiovascular disease.</p>	<p>D. Risk Factors</p> <p>1. Describe risk factors and behaviors that influence contraction and transmission of communicable diseases.</p> <p>a. Explain how sexual behaviors and practices influence contraction of HIV/AIDS and STIs, including abstinence, use of condoms, sexual intercourse, and multiple partners.</p> <p>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.</p> <p>2. Describe risk factors and behaviors that contribute to the development of non communicable diseases.</p> <p>a. Identify risk factors that impact non communicable diseases, such as family history, lifestyle choices, and environment.</p> <p>b. Categorize risk factors into those that are controllable or uncontrollable.</p> <p>c. Identify protective factors that decrease occurrence of non communicable diseases, including regular medical check-ups, immunizations and screening, diet and weight management, exercise and rest, and environmental exposure.</p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
			<p>E. Disease and Society</p> <p>1. Evaluate media messages related to disease/disease prevention.</p> <p>a. Describe the impact of media messages on disease control.</p> <p>b. Explore media influences on public fear and resulting changes in human behavior.</p>	<p>F. Sexually Transmitted Infections</p> <p>1. Recognize and describe symptoms, effects on the body, treatment, and prevention of Sexually Transmitted Infections – STIs including syphilis, gonorrhea, chlamydia, Herpes, and genital warts.</p> <p>a. Classify STIs as bacterial, viral, or parasitic.</p> <p>b. List specific symptoms of STI's.</p> <p>c. Explain the impact of STIs have on the contraction of other STIs and/or HIV.</p> <p>d. Describe the effects on the body.</p> <p>e. Examine various modes of treatment.</p> <p>f. Compare ways to prevent STIs.</p>	