

Maryland Voluntary Health Education State Curriculum/Health Wave Correlation

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 ones relationship with others.

Grade 6	Grade 7	Grade 8
<p>A. Mental and Emotional Health 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. • Mental & physical disabilities • Culture • Race/ethnicity</p> <p>* HPW Key: TE: pp36-39; 42-48; 82-83; 167; SA: 9, 18, 19, 46; E: 8, 9 B: Holes TR3 a&b: Communication Builders & Blockers TR4: Communication Essentials G: Communication Challenge P: Methods of Communication</p> <p>2. Describe how emotions influence behavior a. Identify positive ways to manage emotions.</p> <p>* HPW Key: TE: pp48-50; SA: 10;</p>	<p>A. Mental and Emotional Health 1. Recognize and apply effective communication skills. a. Identify reasons for advocacy. • For needs and rights of others • For healthy social environment • For fairness b. Demonstrate effective advocacy skills. • Oral • Written</p> <p>* HPW Key: TE: pp4-9; 19-22; 38-43; 46-53; SA: 4, 5, 7, 8, 9 E: 1, 2, 6, 7, 13 TR2: Expressing Emotions TR4: Good vs Bad Friendships TR5: Relationship Builders TR6/7: Communication Builders/Blockers P: Methods of Communication V: Bad friendships G: Assertiveness Training Game</p>	<p>A. Mental and Emotional Health 1. Recognize and apply effective communication skills. a. Identify barriers to effective communication. b. Utilize/model strategies to overcome barriers when communicating information, ideas, emotions, and opinions. c. Analyze effective communication in everyday situations.</p> <p>* HPW Key: TE: pp30-36; 80-82; SA: 13, 14, 15, 28; E: 4; TR11: Giving Constructive Criticism TR12: Receiving Constructive Criticism TR13: Good Listening Skills</p> <p>2. Identify and respond to signs of potential destructive behaviors. a. Identify warning signs of deep depression/suicide. b. Identify and apply suicide prevention strategies.</p> <p>* HPW Key: TE: pp 58-59; TR7: Warning Signs of Depression SRCD: Let’s Talk About Depression</p>

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<p>3. Identify components to promote personal well being.</p> <p>a. Define and give examples of the components of personal well-being.</p> <ul style="list-style-type: none"> • Spiritual • Physical • Intellectual • Emotional/mental • Social • Environmental <p>b. investigate the components of personal well-being to assess areas of personal need.</p> <p>* HPW Key: TE: pp8-12; 18-24; SA: 2, 6; E: 1, 2, 5, 6 B: Holes; Sweet Clara and the Freedom Trail TR1: Goal Setting Inspirations TR2: Goal Setting</p> <p>4. Apply the decision-making process to personal issues and problems.</p> <p>a. Predict how decisions regarding behavior have consequences for self and others.</p> <p>b. Analyze how decisions are influenced by external conditions including culture and the media.</p> <p>c. Use the decision-making process.</p> <p>* HPW Key: TE: pp164-174; SA: 47, 48; E: 22, 23 B: On My Honor P: Decision Making Process V: WIN (Win, Integrity, Never Give Up)</p> <p>5. Identify personal assets and strengths that contribute to ones uniqueness</p> <p>a. List positive character traits.</p> <p>b. Develop strategies to incorporate positive character traits into daily life.</p> <p>* HPW Key: TE: pp12-17; SA: 3, 4, 5; E: 3 B: Holes</p>		<p>3. Identify components to promote personal well-being.</p> <p>a. Review components of personal well-being.</p> <p>b. Explain the importance of assuming responsibilities of personal health behavior.</p> <p>c. Develop a personal health goal and track progress towards its achievement.</p> <p>d. Develop a plan that addresses personal strengths, needs, and health risks.</p> <p>* HPW Key: TE: pp5-16; 46-51 SA: 1, 2, 3, 4, 17, 18 E: 8 TR1: Wellness Continuum TR2: Promoting Self-Esteem</p>
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<p>6. Recognize principles associated with stress management.</p> <p>a. Identify sources of stress.</p> <p>b. Evaluate and analyze strategies to manage stress.</p> <p>c. Apply coping skills to manage real-life situations.</p> <p>* HPW Key: TE: pp70-77; 84-91; SA: 17, 19, 20, 21, 22; E: 13 V: Solving Conflicts with Teachers, Parents, and Peers Tr5a&b: Stressful Situations & Events Tr7: Physical & Emotional Effects of Stress Tr10: Conflict Resolution Checklist PC: Parent Connection: Vol 1: Stress Management C: Conflict Resolution Strategies P: Effective Coping Skills</p> <p>7. Identify internal and external influences on self image.</p> <p>a. Identify self image as impacted by external influences.</p> <ul style="list-style-type: none"> • Media • Friends • Family • Role models <p>b. Identify self image as impacted by internal influences.</p> <ul style="list-style-type: none"> • Heredity • Interests • Likes/dislikes <p>* HPW Key: TE: pp73-74; 92-93; 217-221; SA: 55; E: 12, 33 V: Hygiene for Girls and Boys TR6: Factors Influencing Adolescent Stress TR29: Am I Normal? TR30: Adolescence: Common Concerns</p>	<p>6. Recognize the nature of conflict and conflict resolution.</p> <p>a. Identify sources and causes of conflict.</p> <p>b. Identify conflict resolution strategies.</p> <p>c. Demonstrate refusal, negotiation, and collaboration skills, and conflict resolution strategies to avoid harmful situations to self and others.</p> <p>* HPW Key: TE: pp76-93; SA: 17, 18, 19, 20 TR9: Decision Making Process TR11: Dealing with Conflict TR12: Steps to Resolving Conflicts G: Conflict Resolution Board Game HF: Act 1, 2, 5, 6 CD: Violence Prevention</p>	<p>8. Implement a strategy and evaluate progress toward achieving personal goals.</p> <p>a. Explain how changing information, abilities, priorities, and responsibilities influence personal goals.</p> <p>b. Discuss strategies and skills that are used to attain personal goals.</p> <p>c. Develop a plan that addresses personal goal setting</p> <p>* HPW Key: TE: pp16-20; SA: 5, 6, 7; E: 2, 3;</p>
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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 nonuse, use, and abuse of medications, alcohol, tobacco, and other drugs

Grade 6	Grade 7	Grade 8
<p>A. Alcohol, Tobacco, and Other Drugs</p> <p>1. Distinguish between the appropriate and inappropriate use of prescription and OTC drugs.</p> <p>a. Explain why it is unsafe to take medicine prescribed for someone else.</p> <p>b. Explain why it is unsafe to take OTC medication other than its intended use.</p> <p>* HPW Key: TE: pp140-143; SA: 34, 35; HF: Act. 2 TR17: medicines are Drugs Too! P: Drug Classifications</p> <p>2. 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. Describe how the use of tobacco in a social setting affects ones relationship with others.</p> <ul style="list-style-type: none"> • Family/community gatherings • Restaurants • Sporting events <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>* HPW Key: TE: pp144-149; SA: 136, 37 HF: Act. 3 CD: Smoking and Chewing TR18: Influences on Tobacco Use SRCD: Tips for Teens: The Truth About Smoking</p>	<p>A. Alcohol, Tobacco, and Other Drugs</p> <p>1. Explain the effects of marijuana use.</p> <p>a. Discuss how marijuana affects the function and development of body systems.</p> <ul style="list-style-type: none"> • Brain • Nervous system • Respiratory • Digestive • Reproductive <p>b. Discuss how marijuana affects interpersonal relationships.</p> <ul style="list-style-type: none"> • Family • Peers <p>c. Recognize the external and internal influences on marijuana use.</p> <p>d. Communicate healthy choices regarding marijuana use.</p> <ul style="list-style-type: none"> • Dealing with pressures to use • Encouraging others not to use <p>* HPW Key: TE: pp151-155; SA: 40 PC: Vol 2: Marijuana SRCD: Tips for Teens: he Truth About Marijuana;</p> <p>2. Identify and apply tobacco use prevention strategies.</p> <p>a. Demonstrate prevention strategies.</p> <p>* HPW Key: TE: pp152-155; SA: 42</p>	<p>A. Alcohol, Tobacco, and Other Drugs</p> <p>1. Distinguish between the appropriate and inappropriate use of prescription and OTC drugs and the resulting consequences.</p> <p>a. Explain appropriate method for taking prescription medicine (Illness-treatment).</p> <p>b. Describe the negative effects of combining medicines (Synergism/Antagonism).</p> <p>c. Identify and describe forms of misuse.</p> <ul style="list-style-type: none"> • Use of another's prescription • Combining drugs for another effect • Over medication <p>d. Determine and analyze possible consequences of prolonged use.</p> <p>* HPW Key: TE: pp162-169; SA: 61, 62, 63, 64 E: 21, 22</p>

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	<p>3. Identify long and short- term effects of alcohol on the body.</p> <p>a. Describe addiction as both a physical and psychological consequence of alcohol abuse.</p> <p>b. Describe how the abuse of alcohol can affect others (such as drinking and driving).</p> <p>c. Identify the legal issues and discuss the consequences of underage alcohol use and/or possession.</p> <p>* HPW Key: TE: pp156-161; SA: 35, 43 SRCD: Tips for Teens: The Truth About Alcohol; Frequently asked Questions about Alcohol Abuse</p> <p>5. Identify factors that influence alcohol use.</p> <p>a. Recognize and analyze media influences on alcohol use (for example: music, television, movies, art, billboards, radio, clothing, magazines).</p> <p>* HPW Key: TE: pp 157-159; 170-173; SA: 46; E: 24, 26 TR23: Trends in Alcohol Use V: What Can I Do When I Feel Bad?</p>	<p>3. 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. Identify and explain diseases (cirrhosis, Fetal Alcohol Syndrome/FAS) caused by alcohol abuse.</p> <p>c. Identify and investigate Support Services and community resources for assistance and treatment.</p> <p>• Alcoholics anonymous (AA) • Alanon • Alateen</p> <p>* HPW Key: TE: pp187-189 SA: 74 TR38: Social Impact of Alcohol Abuse TR39: Warning Signs of Depression V: Truth About Drinking</p> <p>6. Classify a variety of psychoactive drugs and identify the consequences of their use and abuse.</p> <p>a. Identify different classifications.</p> <ul style="list-style-type: none"> • Hallucinogens • Stimulants • Depressants • Narcotics <p>b. Examine the use and abuse of psychoactive drugs.</p> <p>c. Describe the consequences of use and abuse of psychoactive drugs.</p> <p>* HPW Key: TE: pp 190-195; SA: 75, 76 P: Drug Classifications</p>
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		<p>8. Recognize and explain the legal ramifications of alcohol use and abuse in a variety of situations.</p> <p>a. Investigate specific laws governing open container violations and apply them to a variety of scenarios.</p> <ul style="list-style-type: none"> • Blood Alcohol Level/Blood Alcohol Content (BAL/BAC) • Moving vehicles (DUI) • Cultural (Religious, Home) • Purchasing (Fake ID, Underage, Other buyers) <p>* HPW Key: TE: pp184-187 SA:71, 72, 73; SRCD: Tips for Teens: The Truth About Alcohol</p> <p>9. Determine appropriate and inappropriate use of steroids and the consequences of each.</p> <p>a. Identify types of steroids.</p> <p>b. Examine the use and abuse of steroids.</p> <p>c. Describe the consequences of steroid abuse.</p> <p>* HPW Key: TE: pp193-194 SA: 77, 78 E: 1, 2, 6, 7, 13 SRCD: Tips for Teens: The Truth About Steroids V: Dangers of Enhancement Drugs</p>
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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 6	Grade 7	Grade 8
<p>A. Personal and Consumer Health</p> <p>1. Demonstrate the ability to locate resources from your new school's 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 your new school's community.</p> <p>* HPW Key: TE: pp55-64; SA: 12, 13, 14;</p> <p>2. Demonstrate the ability to identify and practice health enhancing behaviors and reduce health risks to live safer, healthier lives.</p> <p>a. Evaluate personal health behaviors.</p> <p>b. Examine how personal health habits affect social wellness.</p> <p>* HPW Key: TE: pp23-24; 65-66; 90-91; 154-156; 163; 191-192; 206-209 SA: 15, 40, 41, 45, 53 E: 5, 15, 16, 28, 30 TR20: Strategies for Refusing Drugs C: Conf</p>	<p>A. Personal and Consumer Health</p> <p>1. Demonstrate the ability to access, describe, and evaluate health information, products, and services in order to become health literate consumers.</p> <p>a. Choose health care services, products, and resources based on valid criteria.</p> <ul style="list-style-type: none"> • Credible media sources (internet, magazines, radio/ ads) • Healthcare providers • Community resources <p>b. Describe health care services.</p> <ul style="list-style-type: none"> • Physicians/specialists • Local health departments • Hospitals • Rehabilitation facilities • Holistic medicines <p>* HPW Key: TE: pp145-147; 268-269; SA: 37, 70 E: 39 TR22: Consumer Skills</p>	<p>A. Personal and Consumer Health</p> <p>1. Demonstrate the ability to access and describe 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.</p> <ul style="list-style-type: none"> • Health clinics • Physicians • Medicaid/Medicare • Governmental agencies • Community based Orgs <p>* HPW Key: TE: pp152-157; 244-145; SA: 54, 55, 56, 57, 58, 59, 93 E: 30 TR35: Consumer Purchasing Skills TR36: Expressing Consumer Complaints SRCD: Tips for Healthy, Thrifty Meals; An Ounce of Prevention</p> <p>2. Demonstrate the ability to identify and practice health enhancing behaviors and reduce health risks to live safer, healthier lives.</p> <p>a. Evaluate the negative consequences of behaviors.</p> <ul style="list-style-type: none"> • Tattoos • Body piercing • Sharing health products <p>b. Analyze how health behaviors and use of health services are influenced by diversity.</p> <ul style="list-style-type: none"> • Family traditions • Social/cultural customs • Religious beliefs • Geographic locations (access to services) • Economic status <p>* HPW Key: TE: pp23-24; 73-75 SA: 27 E: 11</p>

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		<p>4. Recognize factors that influence an individual's decision concerning sexual behavior.</p> <ul style="list-style-type: none"> a. List reasons why abstinence from sexual activity is a healthy, safe, and responsible decision for adolescents. b. Identify 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, to gain social status. <p>* HPW Key: TE: pp230-234 SA: 90, 91 TR45: Reasons for Remaining Sexually Abstinent V: Thinking About Abstinence</p> <p>5. Explain the gestation process of fetal development and maternal changes.</p> <ul style="list-style-type: none"> a. Describe the fertilization process. b. Describe the implantation process. c. Describe the stages of gestation. d. Describe the birth process. <p>* HPW Key: TE: pp214-215 DVD: Life Begins: Pregnancy: Pregnancy Begins: Fetal Development: Labor and Birth</p> <p>6. Explain the principles of prenatal care.</p> <ul style="list-style-type: none"> a. Distinguish between positive and negative examples of prenatal care. b. List the components of proper personal prenatal care. c. List the components of proper professional prenatal. <p>* HPW Key: DVD: Life Begins: Pregnancy: Mother: Prenatal Care</p>
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		<p>7. Determine the impact of teen pregnancy.</p> <p>a. Discuss the impact of unplanned pregnancy on the teens, their child and their families.</p> <p>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</p> <p>c. State the impact of teen pregnancy on society</p> <ul style="list-style-type: none"> • Schools • Justice system • Social service organizations • Welfare system <p>* HPW Key: TE: pp232-234 TR45: Reasons for Remaining Sexually Abstinent V: Thinking About Abstinence</p> <p>8. Recognize qualities necessary prior to parenting.</p> <p>a. Identify safe and appropriate living conditions for children.</p> <p>b. Identify knowledge, skills, and personality traits necessary for the appropriate care of a child.</p> <p>* HPW Key: DVD: Life Begins: Pregnancy: Mother:</p> <p>9. Recognize the responsibilities of parenting.</p> <p>a. Assess the costs associated with raising a child.</p> <p>b. Evaluate the impact of parenting on time management.</p> <p>c. Identify skills that demonstrate effective parenting.</p> <p>* HPW Key: SEE High School CD: Adventures in Parenting (Grade 8 supplement)</p>
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		<p>10. Describe methods of contraception.</p> <p>a. Explain how each method of contraception works to prevent pregnancy, including effectiveness.</p> <ul style="list-style-type: none"> • Abstinence • Chemical/Hormonal methods • Barrier methods • Other methods <p>b. Explain how each method of contraception is used.</p> <ul style="list-style-type: none"> • Abstinence • Chemical/Hormonal methods • Barrier methods <p>c. List the advantages and disadvantages of each method of contraception.</p> <ul style="list-style-type: none"> • Abstinence • Chemical/Hormonal methods • Barrier methods <p>d. Identify where each method of contraception can be obtained.</p> <ul style="list-style-type: none"> • Abstinence • Hormonal methods • Barrier methods <p>* HPW Key: See High School</p>
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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 6	Grade 7	Grade 8
<p>A Safety and Injury Prevention</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>* HPW Key: TE: pp120-131; SA: 28, 29, 30, 31; E: 19 TR13: Basic First Aid Principles TR14: Basic First Aid Measures for Bleeding TR15: Precautions for Electrical Emergencies</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 hallway behaviors, outside activities, transitions, cafeteria / auditorium/gymnasium, restroom.</p> <p>c. Illustrate techniques for vehicular and recreational safety within the community such as bicycle, skating, ATVs, automobile, water/boating.</p> <p>* HPW Key: TE: pp100-107; 133; SA: 23, 24, 25, 32 E: 18</p>	<p>A. Safety and Injury Prevention</p> <p>1. Demonstrate the ability to respond appropriately to situations that do not require emergency services.</p> <p>a. Identify basic first-aid procedures.</p> <ul style="list-style-type: none"> • Burns • Cuts • Scrapes • Poisonings • Sprains • Choking/airway obstruction • Other <p>b. Identify and model universal precautions for dealing with body fluids.</p> <p>* HPW Key: TE: pp124-127; SA: 33 E: 21, 22 SRCD: Disaster Supply Kit</p> <p>2. 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> <ul style="list-style-type: none"> • Internet • Email • Websites • Instant Messaging • Telephone/Cell phone <p>d. Examine the influence of peer groups as they relate to harassing and intimidating behaviors.</p> <p>* HPW Key: TE: pp104-114; 121-123; SA: 23, 24, 25, 26, 27, 32 TR15: Violence Statistics TR16: How Violence is Portrayed in the Media</p>	<p>A. Safety and Injury Prevention</p>

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<p>3. Recognize various forms of harassment and intimidating behaviors.</p> <p>a. Identify various factors (verbal/non-verbal) that constitute abuse, assault, harassment, and bullying.</p> <ul style="list-style-type: none"> • Unwelcome • Uncomfortable • One-sided • Embarrassing Demeaning • Repetitious • Other <p>b. Classify abusive behaviors as physical, emotional, verbal, or sexual</p> <p>* HPW Key: TE: pp108-118; SA: 26, 27; V: No Name Calling TR12: Abuse</p>		<p>3. Assess and respond appropriately to sexual harassment scenarios.</p> <p>a. Distinguish between appropriate and inappropriate verbal and/or non-verbal interactions.</p> <p>* HPW Key: TE: p84; SA: 29 SRCD: Teen Dating</p>
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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 6	Grade 7	Grade 8
<p>A. Nutrition and Fitness</p> <p>1. Identify and define functions of nutrients.</p> <p>a. Identify and define the six major nutrient groups:</p> <ul style="list-style-type: none"> • Carbohydrate Protein • Fat • Vitamins • Minerals • Water <p>b. Identify food sources for each of the major nutrient groups.</p> <p>c. List major nutrients found in each of the food groups.</p> <p>d. Analyze the information on a nutrition facts label.</p> <p>* HPW Key: TE: pp176-180; 209; SA: 49; E: 49 G: Nutrition Trivia Game TR22: MyPyramid TR23: Nutrition Essentials TR28: NutritionFacts: Food Labels SRCD: Anatomy of MyPyramid; Finding a Way to a Healthier You; Food Labels</p>	<p>A. Nutrition and Fitness</p> <p>1. Explain the role of nutrients.</p> <p>a. Describe the function of the six major nutrients.</p> <p>b. List and explain how nutrients affect the risk factors for the following four common chronic diseases:</p> <ul style="list-style-type: none"> • Cancer • Cardiovascular disease • Osteoporosis • Type II Diabetes <p>c. List and explain how nutrient intake can contribute to being overweight or obese.</p> <p>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> <p>* HPW Key: TE: pp186-188; 211-212; SA: 48, 49, 56 TR26, 27: Function of Nutrients TR28: Nutrition Essentials</p>	<p>A. Nutrition and Fitness</p>

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<p>2. Explain the relationship among food intake, physical activity, and weight management.</p> <p>a. Define and discuss what constitutes a healthful weight based on the Body Mass Index (BMI).</p> <p>b. Students will describe the benefits of physical activity in relationship to weight management.</p> <p>* HPW Key: TE: pp181-192; E: 26, 27 V: Ten Reasons to Get and Stay in Shape TR24: Benefits of Exercise TR25: Getting Sufficient Sleep TR26: Exercise Precautions SRCD: Nutrition Value Chart</p>	<p>2. Explain the relationship among food intake, physical activity, and weight management.</p> <p>a. Describe how to maintain a healthful weight.</p> <ul style="list-style-type: none"> • Calories • Energy balance • Physical activity <p>b. Identify components of physical fitness.</p> <ul style="list-style-type: none"> • Muscular endurance • Muscular strength • Cardio respiratory endurance • Flexibility • Body composition <p>c. Describe the benefits of physical activity.</p> <p>* HPW Key: TE: pp17-18; 189-194; 204-207; 217-218; SA: 55 E: 4, 5, 32 TR1: Total Wellness Continuum TR30: MyPyramid TR35: Benefits of Exercise TR37: Components of Fitness SRCD: Anatomy of MyPyramid; Finding a Way to a Healthier You; How Much are You Eating?</p>	
<p>3. Describe various factors that influence body image.</p> <p>a. Distinguish between body composition and body image.</p> <p>b. Recognize and examine the factors that contribute to personal eating behaviors.</p> <ul style="list-style-type: none"> • Hunger vs appetite • Stress • Environment • Family/Culture Media • Peers <p>* HPW Key: TE: pp197-199; SA: 52; E:52 PC: Vol 3: Eating Disorders</p>	<p>3. Examine the media for messages that impact body image.</p> <p>a. Compare various media messages, including positive and negative marketing strategies.</p> <p>b. Identify and describe the effect of marketing strategies on consumer choice and body image.</p> <p>* HPW Key: TE: pp185-186; 198-200; 215-217; SA: 54 E: 30 TR34: Marketing Strategies TR39: Media Myths V: Food, Health, Exercise</p>	

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<p>9. Discuss ways to prevent food borne illness.</p> <p>a. Discuss the components of a food sanitation plan such as Fight Back Campaign.</p> <ul style="list-style-type: none"> • Cook • Chill • Clean • Separate <p>* HPW Key: TE: pp199-200; TR27: Safe Food Preparation & Storage</p>	<p>11. Identify/construct a personal weight management plan.</p> <p>a. Develop a healthy eating plan for weight management.</p> <ul style="list-style-type: none"> • Gain • Lose • Maintain <p>b. Develop a physical activity plan for weight management.</p> <p>* HPW Key: TE: pp36-39;</p> <p>12. Identify and define various kinds of eating disorders.</p> <p>a. Distinguish among common eating disorders.</p> <ul style="list-style-type: none"> • Bulimia Nervosa • Anorexia Nervosa • Binge Eating <p>b. Describe causes, symptoms, and treatment for the three most common eating disorders.</p> <p>* HPW Key: SEE GRADE 8 TE: pp149-151; SA: 52, 53; HF: Act 6 E: 8 TR34: Eating Disorders- Warning Signs & Risk Factors</p> <p>13. Evaluate internal and external influences that may lead to eating disorders.</p> <p>a. Identify internal and external influences.</p> <ul style="list-style-type: none"> • Peers • Media • Family • Body image <p>b. Apply knowledge of eating disorders to real life situations.</p> <p>* HPW Key: SEE GRADE 6 TE: pp197-199; E: 29 PC: Vol 3: Eating Disorders</p> <p>14. Develop a personal healthy eating plan to meet recommended nutrient levels.</p> <p>a. Demonstrate knowledge of appropriate nutrient intake.</p> <p>b. Create and present a personal healthy eating plan.</p> <p>c. Compare healthy eating plans from other cultures.</p> <p>d. Compare different nutritional requirements for various age groups.</p> <p>* HPW Key: TE: pp193-194; 201-202; E: 31 SRCD: Nutritional Value Chart</p>	
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<p>8. Demonstrate an increased knowledge regarding the 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 at least three personal; behavior changes that will decrease the risk for skin cancer.</p> <p>* HPW Key: See Grade 8</p> <p>9. Demonstrate an increased knowledge of the harmful effects of tobacco as it relates to disease.</p> <p>a. Identify diseases that are linked to the use of tobacco products.</p> <ul style="list-style-type: none"> • Lung diseases • Heart and circulatory diseases • Oral (mouth, tongue, throat) • Cancer <p>* HPW Key: TE: pp146-147; SA: 37; HF:Act. 3 CD: Smoking and Chewing</p>	<p>10. Recognize and describe symptoms, effects on the body, treatment, and prevention of Sexually Transmitted Infections - STI's. (syphilis, gonorrhea, chlamydia, Herpes, Genital Warts)</p> <p>a. Classify STI's as bacterial, viral, or parasitic.</p> <p>b. List specific symptoms of STI's.</p> <p>c. Explain the impact STI's have on the contraction of other STI's 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 STI's.</p> <p>* HPW Key: DVD: Life Begins</p>	<p>5. Describe risk factors and behaviors that contribute to the development of non communicable diseases.</p> <p>a. Identify risk factors that impact on non communicable diseases.</p> <ul style="list-style-type: none"> • Family history • Lifestyle choices • Environment <p>b. Categorize the risk factors into controllable or uncontrollable.</p> <p>c. Identify the protective factors that decrease the occurrence of non communicable diseases.</p> <ul style="list-style-type: none"> • Regular medical check-ups • Immunizations and screening • Diet and weight management • Exercise and rest • Environmental exposure <p>* HPW Key: TE: pp246-255 SA: 95, 96, 97 E: 31 TR47: Leading Causes of Death TR48: Risk Factors for Cancer</p>
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