

Comprehensive Health Education in Grade 7

Disease Prevention and Control

Standard

Maryland State Curriculum Content Standard 7: Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Indicators and Objectives

II. Communicable Disease – Analyzing Influences
1. Describe the benefits of and barriers to practicing healthy behaviors.
a. Predict how sexual behaviors and practices influence contraction of STIs and HIV/AIDS. <input type="checkbox"/> Abstinence <input type="checkbox"/> Monogamy <input type="checkbox"/> Protected and unprotected sexual activity including sexual intercourse <input type="checkbox"/> Multiple partners
b. Discover how other behaviors and practices influence contraction of STIs and HIV/AIDS. <input type="checkbox"/> Alcohol and drug use <input type="checkbox"/> Sharing needles (e.g., piercings, drugs, tattoos) <input type="checkbox"/> Mother to child <input type="checkbox"/> Occupational exposure <input type="checkbox"/> Medical staff

III. STIs and HIV/AIDS—Accessing Information
1. Compare STIs, (e.g., syphilis, gonorrhea, chlamydia, herpes, and human papillomavirus [HPV]), based on their symptoms, effects on the body, treatment, and prevention.
a. Describe specific symptoms of bacterial, viral, and parasitic STIs, and their impact on the body.
b. Evaluate ways to prevent STIs including abstinence from sexual activity.
2. Explain HIV/AIDS as a communicable disease.
a. Describe how HIV is transmitted.
b. Describe specific symptoms of HIV/AIDS and effects on the body including response of the immune system.
c. Explain the progression from HIV to AIDS.
d. Analyze HIV/AIDS contraction as it relates to other STIs—epidemic, target population, trends in data, etc.