

Comprehensive Health Education in Anne Arundel County Public Schools

The approved Health curriculum is aligned to standards in the [Maryland Comprehensive Health Education Framework](#). Student in Anne Arundel County Public Schools will receive health instruction aligned to the following standards:

Health Education A	Health Education B
<p>Mental and Emotional Health <u>High School Health Education Mental and Emotional Health</u></p> <ul style="list-style-type: none"> Analyze the interrelationship of physical, mental, emotional, social, environmental, and spiritual health. 1aHS1.2 Identify trusted adults and resources specific to a variety of needs. 1aHS1.8 Summarize the benefits of seeking a trusted adult or professional guidance related to one's dimensions of wellness. 1aHS1.9 Defend the importance of telling an adult if there are people who are in danger of hurting themselves or others. 1aHS1.15 Determine when to seek help for mental and emotional health challenges. 1aHS1.23 Analyze the causes, symptoms, and effects of depression. 1aHS1.13 Summarize the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1aHS1.14 Summarize the negative impact of stigma on health-seeking behaviors. 1aHS1.18 Analyze personal stressors at home, in school, and with friends. 1aHS1.10 Determine effective strategies for dealing with stress, anxiety, and anger. 1aHS1.11 	<p>Mental and Emotional Health <u>High School Health Education Mental and Emotional Health</u></p> <ul style="list-style-type: none"> Analyze how pro-social behaviors can benefit overall health. 1a.HS2.1 Evaluate the interrelationship of physical, mental, emotional, social, environmental, and spiritual health. 1a.HS2.2 Evaluate a variety of strategies to improve personal wellness. 1a.HS2.3 Apply strategies to improve personal wellness. 1a.HS2.4 Explore the impact of empathy on mental and emotional health. 1a.HS2.6 Analyze the causes, symptoms, and effects of anxiety. 1a.HS2.12 Evaluate effective strategies for dealing with stress, anxiety, and anger. 1a.HS2.13 Evaluate impulsive behaviors and strategies for managing them. 1a.HS2.14 Analyze the impact of social media on the dimensions of wellness. 1a.HS2.17 Summarize stages of grief and loss and explore coping strategies for self and others. 1a.HS2.21 Evaluate the effects of addiction on self, community, and others. 1a.HS2.23 Summarize local and community facilities and services for assistance with mental and emotional health challenges. 1a.HS2.27
<p>Substance Abuse Prevention <u>High School Health Education Substance Abuse and Prevention</u></p> <ul style="list-style-type: none"> Differentiate between proper use and abuse of over the counter and prescription medicines. 1b.HS1. Analyze situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS1.2 Describe the dangers of using drugs or substances in combination. 1b.HS1.4 Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance-enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.HS1.5 	<p>Substance Abuse Prevention <u>High School Health Education Substance Abuse Prevention</u></p> <ul style="list-style-type: none"> Evaluate situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS2.1 Analyze the risks associated with and dangers of driving while under the influence of alcohol, opioids, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS2.2 Explain the risks associated with using alcohol, opioids, marijuana products, performance-enhancing substances, or other trending drugs or substances while driving a motor vehicle. 1b.HS2.3 Analyze the relationship between using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances,

<ul style="list-style-type: none"> Describe the effects of using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances on school performance, job performance, job absenteeism, and job loss. 1b.HS1.6 Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance-enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.HS1.5 Identify community services for addiction treatment. 1a.HS1.21 Recognize the indicators of self-harm and identify triggers that may lead to self-harm. 1a.HS1.22 	<p>and other drugs and substances with other health risks, such as unintentional injuries, violence, suicide, and sexual risk behaviors. 1b.HS2.8</p> <ul style="list-style-type: none"> Investigate the safe disposal and negative environmental impact of medicines, nicotine products, and other drugs. 1b.HS2.11
<p>Safety and Violence Prevention <u>High School Health Education Safety and Violence Prevention</u></p> <ul style="list-style-type: none"> Explain accepted procedures for basic first aid and emergency care. 1d.HS1.1 Practice hands-only cardiopulmonary resuscitation and the use of automated external defibrillators. 1d.HS1.2 Describe strategies to use social media and technology safely and respectfully. 1d.HS1.3 Describe examples of discrimination, implicit bias, intimidating behaviors, and harassment in media. 1d.HS1.4 Differentiate between healthy and unhealthy use of technology including social media, messaging and phones as it relates to harassment and intimidating behaviors. 1d.HS1.5 Identify how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy. 1a.HS1.6 Define and identify affirmative consent, sexual coercion, boundary violations, and situations when an individual can and cannot give consent. 1d.HS1.10 Summarize situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking. 1d.HS1.11 Identify multiple ways to report bullying, sexual harassment, racism, and other violent behaviors. 1d.HS1.12 Demonstrate ways in which a positive bystander could respond to a situation when they or someone else is being sexually mistreated, groomed, harassed, abused, assaulted and/or exploited. 1d.HS1.13 Analyze group norms and shared understandings that impact the role of a bystander. 1d.HS1.14 Explain why a person who has been sexually 	<p>Safety and Violence Prevention <u>High School Health Education Safety and Violence Prevention</u></p> <ul style="list-style-type: none"> Analyze the impact of media influences on discrimination, intimidating behaviors, and violence. 1d.HS2.2 Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes. 1d.HS2.3 Identify the influence of power and cultural difference on interpersonal relationships. 1d.HS2.6. Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, child sexual abuse images (child porn), and human sex trafficking that are designed to protect young people. 1d.HS2.7 Examine multiple ways to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human sex trafficking. 1d.HS2.8 Investigate community resources for victims of sexual violence. 1d.HS2.9 Investigate the impact that group norms and the shared understandings related to bystander intervention have on health outcomes. 1d.HS2.11

<p>mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault.1d.HS1.15</p>	
<p>Family Life and Human Sexuality <u>High School Health Education Family Life and Human Sexuality</u></p> <ul style="list-style-type: none"> Justify the benefits of respecting individual differences in aspects of sexuality, growth and development, and physical appearance. 1c.HS1. Differentiate between sex assigned at birth, gender identity, and gender expression. 1c.HS1.6 Define sexual identity and explain a range of identities related to sexual orientation. 1c.HS1.7 Identify how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions. 1c.HS1.8 Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.HS1.9 Summarize the relationship between the menstrual cycle and conception. 1c.HS1.1 Identify sexual behaviors, including solo, vaginal, oral, and anal sex, that impact the risk of unintended pregnancy and potential transmission of STIs, including HIV.1c.HS1.11 Identify how systemic oppression and intersectionality impacts the sexual health of communities of color and other marginalized groups. 1c.HS1.12 Explain the steps to using barrier methods correctly (e.g. external and internal condoms and dental dams). 1c.HS1.14 Compare and contrast types of contraceptive and disease-prevention methods. 1c.HS1.15 Evaluate community services and resources related to sexual and reproductive health. 1c.HS1.16 Identify the laws related to reproductive and sexual health care services (e.g. contraception, pregnancy options, safe surrender policies, prenatal care). 1c.HS1.17 	<p>Family Life and Human Sexuality <u>High School Health Education Family Life and Human Sexuality</u></p> <ul style="list-style-type: none"> Justify the benefits of respecting individual differences in aspects of sexuality, growth and development, and physical appearance. 1c.HS1.3 Analyze ways systemic oppression and intersectionality impact the sexual agency of communities of color and other marginalized groups. 1c.HS2.9 Summarize common symptoms, or lack thereof, of and treatments for STIs, including HIV. 1c.HS2.10 Demonstrate the steps to using barrier methods correctly. 1c.HS2.11 Summarize community services and resources related to sexual and reproductive health. 1c.HS2.13
<p>Healthy Eating and Fitness <u>High School Health Education Healthy Eating and Fitness</u></p> <ul style="list-style-type: none"> Distinguish between foods and beverages that provide key nutrients versus those that contain few essential nutrients.1e.HS1.1 Describe the benefits of limiting the consumption of sugar-sweetened beverages. 1e.HS1.2 	<p>Healthy Eating <u>High School Health Education Healthy Eating</u></p> <ul style="list-style-type: none"> Explain how to incorporate eating a variety of nutrient dense foods to meet daily nutrient requirements. 1e.HS2.4 Evaluate similar food choices using nutrition facts labels. 1e.HS2.5 Analyze how food choices impact the environment. 1e.HS2.6

<ul style="list-style-type: none"> Describe the relationship between personal eating behaviors and overall personal health. 1e.HS1.3 Summarize how to make balanced food selections when dining out. 1e.HS1.4 Examine the harmful effects of using certain weight-loss measures. 1e.HS1.6 Demonstrate the ability to read and compare nutrition facts labels. 1e.HS1.7 Summarize the importance of a positive body image and its implications on mental and physical wellness. 1aHS1.17 	<ul style="list-style-type: none"> Explain the impact of food access and targeted marketing on different communities including the psychological, personal, and economic effects. 1e.HS2.8
<p>Disease Prevention and Control <u>High School Health Education Disease Prevention and Control</u></p> <ul style="list-style-type: none"> Analyze the factors that contribute to the major chronic diseases such as heart disease, cancer, diabetes, hypertension, osteoporosis, and skin cancer. 1f.HS1.1 Summarize personal strategies for reducing disease that affect the health of adolescents. 1f.HS1.2 Explain the importance of STI and HIV testing and counseling if sexually active. 1f.HS1.3 Summarize common symptoms, of lack thereof, and treatments for STIs, including HIV. 1f.HS1.4 Summarize how infectious diseases, including HIV, STIs, foodborne illnesses, and common illnesses are transmitted and prevented. 1f.HS1.5 Analyze the personal physical, emotional, mental, social, educational, and vocational performance benefits of rest and sleep. 1f.HS1.6 Summarize the symptoms and prevention of skin cancer. 1f.HS1.7 	<p>Disease Prevention and Control <u>High School Health Education Disease Prevention and Control</u></p> <ul style="list-style-type: none"> Evaluate the roles of the individual and society in disease prevention 1f.HS2.4 Examine society's historical impact on investigating the prevalence and treatment of disease in communities based on race, sexual orientation, and culture. 1f.HS2.5 Examine the potential causes for sleep disparities. 1f.HS2.6 Summarize the potential health and social consequences of popular fads or trends such as tanning beds, body piercing, and tattooing. 1f.HS2.7 Analyze choices related to organ donation. 1f.HS2.8 Analyze the disproportionate health impact of human induced
<p><u>National Health Education Standards</u> Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2 - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3 - Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance</p>	<p><u>National Health Education Standards</u> Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2 - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3 - Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance</p>

<p>health. Standard 6 - Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8 - Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>health. Standard 6 - Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8 - Students will demonstrate the ability to advocate for personal, family, and community health.</p>
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