

Maryland Health Education

High School II

Students will comprehend concepts related to health promotion and disease prevention to enhance health, including: 1

a Mental and Emotional Health 1A

Wellness

- 1 Analyze how pro-social behaviors can benefit overall health. [1A.HS2.1](#)
- 2 Evaluate the interrelationship of physical, mental, emotional, social, environmental, and spiritual health. [1A.HS2.2](#)
- 3 Evaluate a variety of strategies to improve personal wellness. [1A.HS2.3](#)
- 4 Apply strategies to improve personal wellness. [1A.HS2.4](#)

Emotions, feelings, and relationships

- 5 Evaluate the impact of racism, power and control, and social inequities on emotions and relationships. [1A.HS2.5](#)

Self and social awareness

- 6 Explore the impact of empathy on mental and emotional health. [1A.HS2.6](#)
- 7 Describe how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy. [1A.HS2.7](#)
- 8 Develop strategies to promote personal growth, increased self-awareness, and persistence through challenges. [1A.HS2.8](#)

Trusted adults

- 9 Identify strategies for supporting another person in seeking professional guidance or help from a trusted adult. [1A.HS2.9](#)

Stress and anxiety

- 10 Evaluate internal stressors at home, in school, and with friends. [1A.HS2.10](#)
- 11 Evaluate external stressors at home, in school, and with friends including poverty, violence, and racism. [1A.HS2.11](#)
- 12 Analyze the causes, symptoms, and effects of anxiety. [1A.HS2.12](#)
- 13 Evaluate effective strategies for dealing with stress, anxiety, and anger. [1A.HS2.13](#)
- 14 Evaluate impulsive behaviors and strategies for managing them. [1A.HS2.14](#)

Depression awareness

- 15 Evaluate causes, symptoms, and effects of depression. [1A.HS2.15](#)

Suicide prevention

- 16 Summarize the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. [1A.HS2.16](#)

Social media

- 17 Analyze the impact of social media on the dimensions of wellness. [1A.HS2.17](#)

Body image

Disordered eating

- 18 Explain the effects of eating disorders on health. 1A.HS2.18
- 19 Differentiate between a positive and negative body image. 1A.HS2.19
- 20 Evaluate the potential mental and physical consequences of disordered eating and why it is important to seek professional help. 1A.HS2.20

Grief and loss

- 21 Summarize stages of grief and loss and explore coping strategies for self and others. 1A.HS2.21

Stigma

- 22 Investigate the relationship between health-seeking behaviors and mistrust in communities. 1A.HS2.22

Addiction

- 23 Evaluate the effects of addiction on self, community, and others. 1A.HS2.23
- 24 Evaluate sources of support for people who suffer from addiction. 1A.HS2.24
- 25 Evaluate community services for addiction treatment. 1A.HS2.25

Self-harm

- 26 Identify local and community resources and services to help someone who is self-harming. 1A.HS2.26

Help seeking behaviors

- 27 Summarize local and community facilities and services for assistance with mental and emotional health challenges. 1A.HS2.27

b Substance Abuse Prevention 1B

Medicine

Alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances

- 1 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**
- 2 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**
- 3 Explain the risks associated with using alcohol, opioids, marijuana products, performance-enhancing substances, or other trending drugs or substance while driving a motor vehicle. **1B.HS2.3**
- 4 Analyze the dangers of using drugs or substances in combination. **1B.HS2.4**
- 5 Analyze 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.HS2.5**
- 6 Describe the legal issues related to using drugs and substances including the disproportionate rates of incarceration of specific racial and ethnic groups. **1B.HS2.6**
- 7 Explain the effects of using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other drugs and substances during pregnancy. **1B.HS2.7**
- 8 Analyze the relationship between using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other drugs and substances with other health risks, such as unintentional injuries, violence, suicide, and sexual risk behaviors. **1B.HS2.8**

Local support services

- 9 Compare and contrast community resources for substance use/abuse to meet the needs of individuals and families affected by addiction. **1B.HS2.9**
- 10 Examine historical practices that increase the likelihood of substance use within communities. **1B.HS2.10**

Environmental Literacy

- 11 Investigate the safe disposal and negative environmental impact of medicines, nicotine products, and other drugs. **1B.HS2.11**

c Family Life and Human Sexuality 1C

Healthy relationships and consent

- 1 Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem. **1C.HS2.1**
- 2 Describe effective ways to communicate consent, personal boundaries, and preferences as they relate to sexual behavior. **1C.HS2.2**
- 3 Evaluate the potentially positive and negative roles of technology and social media in relationships. **1C.HS2.3**
- 4 Analyze factors that can influence the ability to give and receive sexual consent. **1C.HS2.4**

Gender identity and expression

- 5 Examine the impact of gender expression and gender identity on members of marginalized communities and analyze the intersectionality of race, culture, and gender for members of those communities. **1C.HS2.5**

Sexual orientation and identity

- 6 Differentiate between sexual orientation, sexual behavior, and sexual identity. **1C.HS2.6**
- 7 Analyze how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions. **1C.HS2.7**

Anatomy and physiology

- 8 Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions. **1C.HS2.8**

Sexual health

- 9 Analyze ways systemic oppression and intersectionality impact the sexual agency of communities of color and other marginalized groups. **1C.HS2.9**
- 10 Summarize common symptoms, or lack thereof, of and treatments for STIs, including HIV. **1C.HS2.10**
- 11 Demonstrate the steps to using barrier methods correctly (e.g., external and internal condoms and dental dams). **1C.HS2.11**
- 12 Identify the efficacy of biomedical approaches to prevent STIs, including HIV (e.g., hepatitis B vaccine, HPV vaccine, and PrEP, PEP). **1C.HS2.12**
- 13 Summarize community services and resources related to sexual and reproductive health. **1C.HS2.13**
- 14 Explain the laws related to reproductive and sexual health care services (e.g., contraception, pregnancy options, safe surrender policies, prenatal care). **1C.HS2.14**

Sexually explicit media

- 15 Evaluate the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship. **1C.HS2.15**

- 16 Analyze the federal and state laws that impact young people's sexual health rights, ability to give and receive sexual consent, and engagement with sexually explicit media. [1C.HS2.16](#)
-

d Safety and Violence Prevention [1D](#)

Trusted adults

- 1 Examine the ways in which emergency response varies based on sociocultural and socio-political factors such as race, income, ethnicity, gender, community type (rural, urban & suburban). [1D.HS2.1](#)

Technology safety

- 2 Analyze the impact of media influences on discrimination, implicit bias, racism, intimidating behaviors, and violence. [1D.HS2.2](#)

Discrimination and violence

- 3 Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes. [1D.HS2.3](#)
- 4 Analyze how involvement in gangs and hate crimes contribute to violence. [1D.HS2.4](#)
- 5 Advocate for safe environments that encourage dignified, respectful, and appropriate behavior. [1D.HS2.5](#)
- 6 Identify the influence of power and cultural differences on interpersonal relationships. [1D.HS2.6](#)

Consent

Abuse and assault

- 7 Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, child sexual abuse images (child pornography), and human sex trafficking that are designed to protect young people. [1D.HS2.7](#)
- 8 Examine multiple ways to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human sex trafficking. [1D.HS2.8](#)
- 9 Investigate community resources for victims of sexual violence. [1D.HS2.9](#)

Bystander intervention and compassion for victims

- 10 Advocate for the innocence of a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited. [1D.HS2.10](#)
- 11 Investigate the impact that group norms and the shared understandings related to bystander intervention have on health outcomes. [1D.HS2.11](#)

e Healthy Eating 1E

Nutritious foods and beverages

- 1 Utilize the U.S. Dietary Guidelines for Americans to plan a balanced eating routine. 1E.HS2.1

Sugar sweetened beverages

Food Choices

- 2 Summarize the importance of balanced eating and physical activity in optimizing personal health. 1E.HS2.2
- 3 Describe the impact of food production and preparation methods on food nutrient value. 1E.HS2.3
- 4 Explain how to incorporate eating a variety of nutrient-dense foods to meet daily nutrient requirements. 1E.HS2.4

Nutrition facts labels

- 5 Evaluate similar food choices using nutrition facts labels. 1E.HS2.5

Environmental literacy

- 6 Analyze how food choices impact the environment. 1E.HS2.6

Food Access

- 7 Evaluate the role of community food access and determine community-level support or action. 1E.HS2.7
- 8 Explain the impact of food access and targeted marketing on different communities including the psychological, personal, and economic effects. 1E.HS2.8

f Disease Prevention and Control 1F

Disease

- 1 Evaluate factors that contribute to major chronic diseases including, race, economic status, and access to services. 1F.HS2.1

Disease Prevention

- 2 Evaluate important health screenings and assessments, immunizations, checkups, and examinations to maintain good health. 1F.HS2.2
- 3 Explain why it is important to know the STI/HIV status of oneself and of a potential sexual partner. 1F.HS2.3
- 4 Evaluate the roles of the individual and society in disease prevention. 1F.HS2.4
- 5 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

Sleep

- 6 Examine the potential causes for sleep disparities. 1F.HS2.6

Sun and fads

- 7 Summarize the potential health and social consequences of popular fads or trends such as tanning beds, body piercing, and tattooing. 1F.HS2.7

Organ donation

- 8 Analyze choices related to organ donation. 1F.HS2.8

Environmental literacy

- 9 Analyze the disproportionate health impact of human-induced environmental change in communities. 1F.HS2.9
-

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 2

a Analyze how family influences the health of individuals. 2.HS.2.A

b Analyze how the culture supports and challenges health beliefs, practices, and behaviors. 2.HS.2.B

c Analyze how peers influence healthy and unhealthy behaviors. 2.HS.2.C

d Evaluate how the school and community can impact personal health practices and behaviors. 2.HS.2.D

e Evaluate the effect of media on personal and family health. 2.HS.2.E

f Evaluate the impact of technology on personal, family and community health. 2.HS.2.F

g Analyze how the perceptions of norms influence healthy and unhealthy behaviors. 2.HS.2.G

h Analyze the influence of personal values and beliefs on individual health practices and behaviors. 2.HS.2.H

i Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.HS.2.I

j Analyze how public health policies and government regulations can influence health promotion and disease prevention. 2.HS.2.J

Students will demonstrate the ability to access valid information, products, and services to enhance health. 3

a Evaluate the validity of health information, products, and services. 3.HS.2.A

b Use resources from home, school, and community that provide valid health information. 3.HS.2.B

c Determine the accessibility of products and services that enhance health. 3.HS.2.C

d Determine when professional health services may be required. 3.HS.2.D

e Access valid and reliable health products and services. 3.HS.2.E

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 4

a Utilize skills for communicating effectively with family, peers, and others to enhance health. 4.HS.2.A

b Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.HS.2.B

c Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.HS.2.C

d Demonstrate how to ask for and offer assistance to enhance the health of self and others. 4.HS.2.D

Students will demonstrate the ability to use decision-making skills to enhance health. 5

a Examine barriers that can hinder healthy decision-making. 5.HS.2.A

c Justify when individual or collaborative decision-making is appropriate. 5.HS.2.C

b Determine the value of applying a thoughtful decision-making process in health-related situations. 5.HS.2.B

d Generate alternatives to health-related issues or problems. 5.HS.2.D

e Predict the potential short and long-term impact of each alternative on self and others. 5.HS.2.E

f Defend the healthy choice when making decisions. 5.HS.2.F

g Evaluate the effectiveness of health-related decisions. 5.HS.2.G

Students will demonstrate the ability to use goal-setting skills to enhance health. 6

- a Assess personal health practices and overall health status. 6.HS.2.A
- b Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.HS.2.B
- c Implement strategies and monitor progress in achieving a personal health goal. 6.HS.2.C
- d Formulate an effective long-term personal health plan. 6.HS.2.D

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7

- a Analyze the role of individual responsibility in enhancing health. 7.HS.A
- b Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 7.HS.B
- c Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. 7.HS.C

Students will demonstrate the ability to advocate for personal, family, and community health. 8

- a Utilize accurate peer and societal norms to formulate a health-enhancing message. 8.HS.2.A
- b Demonstrate how to influence and support others to make positive health choices. 8.HS.2.B
- c Work cooperatively as an advocate for improving personal, family, and community health. 8.HS.2.C
- d Adapt health messages and communication techniques to a specific target audience. 8.HS.2.D