

Baltimore County Public Schools

Health Education

**Course of Study
2009**

Acknowledgements

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Foreword

All children are learners, and the innate drive within them to learn must be constantly encouraged and nurtured, never stifled. To adequately fulfill the right of our students to quality education, the various courses of study in the school system must and will continue to manifest rigorous content and competencies that every student is expected to achieve. In recent years, education in Baltimore County has undergone a seismic shift in certain areas, such as increasing diversity, workforce demands, and emerging technology. The school system is committed to meet those changes as opportunities to further adhere to the highest standards and provide all students the best education possible.

Education is a multi-dimensional process, especially today. Still, the primary goal of education is the preparation of students to become self-sufficient individuals who, while pursuing their own objectives in life, will contribute to the betterment of society. This aim incorporates the ideal that education will enable people to attain personal fulfillment through learning and, at once, adopt responsibilities for others and their total environment. Essentially, education should assist individuals in enriching their lives to the best of their abilities, expanding their horizons and world visions, and fulfilling their roles as citizens. And paramount, education must prepare students to be active "learners" for the entirety of their lives.

Curriculum comprises the framework upon which instruction and learning are founded.

Many often choose to view curriculum as the product of a bunch of "what's good for:" what's good for the individual, what's good for the community, what's good for business, what's good for the country, what's good for society and culture, and so on – sometimes forgetting what's good for students. And though input from all of the aforementioned sources is necessary in developing curriculum, educators must ever keep in mind that learning is not the sole possession of schools or the classroom. Accordingly, curriculum should increasingly attend, among other demands, students' need to increase creative and strategic thinking and learning skills. For with such skills, students will continue the learning process far beyond their classroom environment and into their future years.

Dr. Joe A. Hairston
Superintendent

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Introduction

Health Education Mission, Vision, and Goal Statements

Vision: To have students who are health literate, having the capacity to obtain, interpret, and understand basic health information and services and the competence to use this knowledge in ways which enhance health.

Mission: To provide effective education designed to motivate and assist all students to maintain and/or improve their health and safety and reduce injury and disease related risks.

Goal: The delivery of a planned, sequential K-12 instructional program based on sound research that includes a strong foundation of performance skills and abilities within the context of current health and safety issues.

Health Education Requirements

Health Education is mandated by the Annotated Code of Maryland. The Code of Maryland Regulations guides health education program development and implementation. It provides guidance regarding content, topics, selection of instructional materials, and teacher qualifications.

Program Mandate: Section [§7-40 1](#) of the Education Article, Annotated Code of Maryland (1978) mandates that each county board of education, with the assistance of the county health department, shall establish a school health program that includes school health services, health education, and healthful school environments. Health education is also addressed in [§2-205](#) and [§7-411](#) of the Annotated Code of Maryland. The Code of Maryland Regulation [13A.04.18.01](#) (1990) mandates that students in grades K-8 shall receive instruction in comprehensive health education each year. Regulation [1 3A.03 .02.03](#) (1985) requires high school students to complete 1/2 credit of health education coursework among 21 credits needed to graduate.

Curriculum Content: Required goals and sub-goals for a skills-based comprehensive health education program are detailed in Regulation [13A.04.18.02](#) (1994). Maryland has a voluntary state curriculum for health education, which further defines the content in terms of specific standards, indicators, and instructional objectives.

HIV Education: Regulation [1 3a.04. 18.04](#) mandates HIV/AIDS prevention education within specific grade spans as part of a Comprehensive Health Education Program. It details content, resource selection, and professional development requirements.

Health Education Definition, Philosophy, and Purpose

Health education is a social science that draws from the biological, environmental, psychological, physical, and medical sciences to promote health and prevent disease, disability, and premature death through education-driven voluntary behavior change activities. Health education is the development and delivery of individual, group, institutional, and community learning strategies to improve health knowledge, attitudes,

skills, and behavior. Its purpose is to positively influence the health behavior of individuals and communities as well as the living and working conditions that influence their health.

A relevant and effective school health education curriculum is critical in developing a community of citizens who are health literate. The health-literate individual possesses the capacity to obtain, interpret, and understand basic health information and services and the competence to use this knowledge in ways which enhance personal and community wellness. However, a comprehensive school health education program should not operate in a vacuum. It needs to be part of a coordinated school health program.

The Coordinated School Health Model (Centers for Disease Control)

- Health Education
- Physical Education
- Physical Health Services
- Nutrition Services
- Psychological and Social Services
- Health School Environment
- Health Promotion for Staff

The connection between schooling and health outcomes is one of the strongest generalizations to appear from empirical research in the United States. Involvement in health education and other aspects of the school health program can

- positively affect students' health related behavior and attitudes,
- increase school attendance and reduce suspensions and dropout rates,
- enhance students' readiness to learn,
- decrease disciplinary problems, and
- have a positive impact on academic achievement.

Sequence and Strands

The sequence and strands of the Baltimore County Public Schools Health Education Curriculum is based on the National Health Education Standards and the Maryland State Department of Education Voluntary State Curriculum for Health Education.

National Health Education Standards

1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
3. Students will demonstrate the ability to access valid information and products and services to enhance health.
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use decision-making skills to enhance health.
6. Students will demonstrate the ability to use goal setting skills to enhance health.
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.
8. Students will demonstrate the ability to advocate for personal, family and community health.

Voluntary State Curriculum Standards for Health Education

1. *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 one’s relationship with others.
2. *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.
3. *Personal and Consumer Health* - Students will demonstrate the ability to use knowledge, skills, and strategies to develop sound personal and consumer health practices involving the use of health care products, services, and community resources.
4. *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 healthy growth and development throughout the life cycle.
5. *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.
6. *Nutrition and Fitness* - Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

7. *Disease Prevention and Control* - Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

BCPS Health Education Scope and Sequence Overview Chart

Strand	Grade	K	1	2	3	4	5	6	7	8	HS
Mental/Emotional Health											
Drug Abuse Prevention											
Personal/Consumer Health											
Family Life/Human Sexuality											
Safety/Injury Prevention											
Nutrition and Fitness											
Disease Prevention/Control											

Elementary Health Education Content Overview

Pre-K: Self-esteem; family roles; friendships; community health; safety; the senses; nutrition; and growth.

Kindergarten: Feelings and behavior; accepting differences; how health professionals keep people safe and healthy; traffic and general safety rules; poisons and other unsafe substances; nutrition and exercise.

Grade 1: Feelings and emotions; effective communication; working together and following rules; the senses; dental hygiene; healthy food choices; skin care; good posture; preventing and treating illness; rest and exercise; family roles and responsibilities; growth and change.

Grade 1 AIM Objectives

1. The student will examine emotions and responses to various situations.
2. The student will explain how to improve or maintain personal health.
3. The student will identify what is special about your family.
4. The student will recognize that foods are categorized into groups.
5. The student will identify basic ways to prevent the spread of germs.

Grade 2: Need for exercise, sleep and proper nutrition; care of the skin and senses; disease prevention; expressing emotions; managing stress; learning from mistakes; how people are alike and different; decision making and solving problems; medicine safety; safety in the home and community; steps to take in emergency situations.

Grade 2 AIM Objectives

1. The student will identify positive and negative character traits that contribute to one's uniqueness.
2. The student will recognize the principles associated with stress.
3. The student will identify appropriate uses of medicine.
4. The student will demonstrate the ability to respond appropriately to emergency situations.
5. The student will identify ways to stay safe outdoors.
6. The student will identify ways to stay safe from strangers.
7. The student will define and describe disease.
8. The student will explain how to improve or maintain personal health.

Grade 3: Feelings and self-control; relationships; teasing and bullying; conflict resolution; healthy habits and disease prevention; nutrition and exercise; advertising and the media; effects of medicines, caffeine, tobacco, alcohol, and other drugs on the body.

Grade 3 AIM Objectives

1. The student will examine emotions.
2. The student will identify the components to promote personal well-being.
3. The student will identify safe practices for using prescription and Over the Counter (OTC) drugs.
4. The student will identify and examine physical, psychological, social, and legal consequences of the use of tobacco.
5. The student will identify caffeine as a drug.
6. The student will identify teasing and bullying as harassment and their effects on the individual.
7. The student will apply information from MyPyramid to choose a healthy breakfast.
8. The student will identify diseases as communicable.

Grade 4: Self-concept and goal setting; managing stress and resolving conflicts; harassment; family roles; nutrition, food labeling, and food safety; rest and exercise; dental care, advertising influences; environmental safety; health careers.

Grade 4 AIM Objectives

1. The student will recognize and model effective communication skills.
2. The student will recognize how emotions influence behaviors.
3. The student will identify components to promote personal well-being.
4. The student will demonstrate the ability to locate resources that provide valid health information concerning consumer health issues and services.
5. The student will demonstrate the ability to identify and practice health-enhancing behaviors and reduce health risks to live safer, healthier lives.

6. The student will identify harassment as a form of violence.
7. The student will identify safety rules that will prevent injury or accidents in specific situations.
8. The student will identify the steps in the decision-making process.
9. The student will explain the relationship between fitness and a healthy lifestyle.
10. The student will describe and analyze the Nutrition Facts Label.

Grade 5: Communication skills; feelings and conflicts, substance use and abuse; human growth and development; disease transmission and prevention; elementary concepts of HIV/AIDS infection; impact of tobacco, alcohol, and other drug use/abuse; peer and media influences on health and behavior.

Grade 5 AIM Objectives

1. The student will recognize the principles associated with stress.
2. The student will identify safe practices for using prescription and OTC drugs.
3. The student will develop and apply skills to resist pressure to use tobacco.
4. The student will identify and examine physical, psychological, and social, consequences of alcohol use.
5. The student will identify marijuana as a psychoactive drug and illegal drug.
6. The student will identify what makes a healthy family.
7. The student will describe how family members influence the development of adolescents.
8. The student will explain how physical and social-emotional growth and maturity are interrelated.
9. The student will differentiate between communicable and non-communicable diseases.
10. The student will explain HIV/AIDS as a communicable disease.

Curriculum: Making Connections with Your Health, Grade 1,2,3,4, and 5

Text Program: Harcourt Brace *Your Health (1999), Grade 1,2,3,4, and 5*

Middle School Health Education Content Overview

Grade 6: Goal setting for wellness; values; tobacco use prevention; second-hand smoke; media influences on tobacco use; ; tobacco research; disease prevention; communicable and non-communicable diseases; vaccinations; heart disease; violence prevention; bullying prevention; media influences on health; alternatives to violence; human development; puberty; the beginning of life; male and female reproductive systems; taking responsibility; student service learning project.

Grade 6 AIM Objectives

1. The student will identify components to promote personal well-being.
2. The student will apply the decision-making process to personal issues and problems.
3. The student will identify and examine physical, psychological, social, and legal consequences of the use of tobacco.
4. The student will apply factual information about puberty to the reproductive process.

5. The student will recognize various forms of harassment and intimidating behaviors.
6. The student will explain how the body fights infection.

Curriculum: Comprehensive Health Education: Grade 6

Text Program: Glencoe McGraw-Hill *Teen Health (1999), Course 1*

Grade 7: Growing with family and friends; life stages; roles and responsibilities; peer pressure; decision making; effective communication; dealing with conflict; stress and life changes; self-esteem; health habits and grooming; healthy eating and fitness; care of the eyes and ears; consumer health issues; reading product labels; first aid and injury prevention; risk taking and avoiding injury; safety in the home; responding to emergencies; physical effects of alcohol and marijuana; problem drinking; the impact of drug abuse on the family; addiction and recovery.

Grade 7 AIM Objectives

1. The student will recognize and apply effective communication skills.
2. The student will recognize the nature of conflict and conflict-resolution.
3. The student will explain the effects of marijuana use.
4. The student will identify long and short-term effects of alcohol on the individual and society.
5. The student will demonstrate the ability to access, describe, and evaluate health information, products, and services in order to become health literate consumers.
6. The student will demonstrate the ability to respond appropriately to situations that do not require emergency services.
7. The student will explain the role of nutrients.-
8. The student will explain the relationships among food intake, physical activity, and weight management.

Curriculum: Comprehensive Health Education: Grade 7

Text Program: Glencoe McGraw-Hill *Teen Health (1999), Course 2*

Grade 8: Taking responsibility for personal health; values, goals, and decisions; mental health support systems, stress in relationships, developing health skills; heroin and other drugs of abuse; drug abuse research; professional support for drug abuse; relationships and sexuality; character and responsible relationships; sexual harassment; male and female reproductive systems; pregnancy and birth; teen pregnancy; practicing abstinence; contraception, causes of communicable diseases, common communicable diseases; disease prevention; disease research; sexually transmitted infections; diseases from tattoos and piercings; HIV/AIDS; student service learning project.

Grade 8 AIM Objectives

1. The student will identify components to promote personal well-being.
2. The student will describe the impact of addiction on individuals and society and identify resources for rehabilitation.
3. The student will classify a variety of psychoactive drugs and identify the consequences of their use and abuse.
4. The student will demonstrate the ability to access and describe health information,

5. products, and services in order to become health literate consumers.
6. The student will identify and describe the components of a healthy relationship.
7. The student will recognize factors that influence an individual's decision concerning sexual behavior.
8. The student will explain the gestation process of fetal development and maternal changes.
9. The student will determine the impact of teen pregnancy.
10. The student will describe methods of contraception.
11. The student will describe risk factors and behaviors that influence contraction and transmission of communicable diseases.

Curriculum: Comprehensive Health Education: Grade 8

Text Program: Glencoe McGraw-Hill *Teen Health (2003), Course 3*

High School Health Education Content Overview

Wellness: Controllable versus uncontrollable health risk factors; and the impact of lifestyle choices on physical, social, emotional, intellectual, spiritual, and environmental well-being

Mental Well-Being: Meeting personal needs; building and maintaining self esteem and relationships; dealing with emotions, stress, loss, conflict, and violence; and understanding mental disorders

Tobacco, Alcohol, and Other Drugs: Safe, therapeutic drug and supplement use; illegal substances; the impact of chemicals on the body and mind; stages of chemical dependency and recovery; community resources for TAOD issues; avoiding involvement with TAOD.

Nutrition and Fitness: Guidelines for dietary planning, product selection, and exercise; food values; nutrients and their purpose; fitness and weight control; external influences on body image, fitness, physical activity, and eating behaviors; eating and nutritional disorders impacting the TAOD decisions of others and the laws and policies concerning TAOD use.

Human Sexuality: Factors involved in sexual identity and human development; reproduction and birth; influences on sexual activity; healthful versus harmful relationships; abstinence; pregnancy prevention and family planning; myths and misconceptions concerning sexuality and sexual behaviors;

Disease and Disability: Disease processes, immunity and the immune system; prevention, diagnosis, and treatment of diseases including sexually transmitted infections, hepatitis, and HIV/AIDS; behaviors and settings that increase the risk of illness; violence, injury, and premature death; assessing and responding to threatening or emergency situations;

Curriculum: High School Health: Healthy Living for a Lifetime Text Program: *Holt Lifetime Health, 2004*

High School AIM Objectives

1. The student will apply the decision-making process to personal issues and problems.
2. The student will demonstrate, evaluate and analyze strategies to manage stress.
3. The student will recognize and respond to potential destructive behaviors.
4. The student will identify factors that influence the use of tobacco, alcohol, and other drugs.
5. The student will identify and examine physical, psychological, social, and legal consequences of the use of tobacco, alcohol, and other drugs.
6. The student will describe and analyze risk factors and behaviors that contribute to the development of illness.
7. The student will explain the process of human reproduction (fetal and maternal).
8. The student will distinguish between healthy and unhealthy relationships.
9. The student will analyze factors that influence an individual's decisions concerning sexual behavior.
10. The student will demonstrate capacity for setting sexual limits.
11. The student will assess and respond appropriately to sexual aggression.
12. The student will explain body image, how it is developed, and how it is influenced.
13. The student will identify and analyze the benefits of maintaining a healthy weight.
14. The student will analyze eating and activity behaviors that need improvement.
15. The student will examine society's response to disease.
16. The student will describe risk factors and behaviors that influence contraction and transmission of communicable diseases.
17. The student will demonstrate the ability to access valid information about HIV/AIDS.