

Grade 10 Comprehensive Health Education Indicators and Objectives

Mental and Emotional Health

III. Community Resources—Accessing Information

1. Demonstrate the ability to access valid information, products, and services to enhance mental and emotional health.

- a. Identify local mental and emotional health care services.

IV. Depression and Suicide Prevention—Interpersonal Communication

1. Recognize and respond to signs of potential destructive behaviors.

- a. Review resources and services available to prevent suicide.
- b. Apply strategies and skills to intervene when signs of depression and/or suicide occur in self or others.
- c. Demonstrate effective communication strategies and skills to avoid potentially destructive behaviors.

VI. Goal Setting

1. Implement strategies and monitor progress toward achieving personal and realistic goals.

- a. Develop a plan for achieving a goal to improve or maintain positive emotional health.
- b. Formulate an effective long-term personal health plan for improving or maintaining positive mental and emotional health.
- c. Use strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional health.

VII. Stress Management—Self-Management

1. Demonstrate, evaluate, and analyze strategies to manage stress.

- a. Analyze personal stressors at home, in school and society, and with friends.
- b. Explain the body's physical and psychological responses to stressful situations.
- c. Evaluate effective strategies for dealing with stress.
- d. Demonstrate effective communication strategies to prevent, manage, or resolve conflicts.

VIII. Mental Illness—Advocacy

1. Analyze and advocate for support of those who are affected by mental illnesses.

- a. Identify and describe symptoms of mental illness.

b. Explain how to positively influence and support individuals with mental illnesses.

Alcohol, Tobacco, and Other Drugs

II. Alcohol—Analyzing Influences

1. Identify and analyze physical, psychological, social, and legal consequences of the use of alcohol.

- a. Analyze how using alcohol influences the likelihood of engaging in other unhealthy or risky behaviors.
- b. Evaluate how peers and perceptions of norms influence healthy and unhealthy alcohol-related behaviors.
- c. Research the physical and psychological consequences of short- and long-term alcohol use on an individual.
- d. Analyze how laws, rules, and regulations influence behaviors related to alcohol use.
- e. Develop a goal to avoid risky behaviors related to alcohol and operation of a motor vehicle.

III. Media—Accessing Information

1. Investigate factors that influence the use of tobacco, alcohol, and other drugs.

- a. Analyze the intended motivation of advertising on the sale and purchase of tobacco, alcohol, and other drugs.
- b. Examine media messages and campaigns for alcohol, tobacco, and other drugs and discuss the targeted audience and outcomes.
- c. Advocate for being alcohol-, tobacco-, and drug-free.

2. Classify a variety of psychoactive drugs and identify the consequences of their use and abuse.

(Stimulants, depressants, narcotics, hallucinogens, club, over-the-counter, and prescription drugs).

- a. Describe the harmful short- and long-term physical and psychological effects associated with the use of psychoactive drugs.
- b. Evaluate the validity and reliability of information for alcohol and other psychoactive drug resources (e.g., web based, intended use of prescription and over-the-counter drugs).

3. Access information and services within the community for treatment of addictive behaviors.

- a. Research resources that can be used when a friend or family member is addicted to drugs.
- b. Identify stages of addiction and when professional alcohol and other drug-use cessation services may be required.

**V. Legal Consequences of Alcohol, Tobacco, and Other Drugs (ATOD) Use—
Decision Making**

1. Recognize and explain the legal consequences of ATOD use and abuse in a variety of situations.

- a. Describe MCPS, Maryland, and other states' laws regarding the use and/or possession of ATOD.
- b. Generate alternatives to using ATOD.
- c. Apply decision making related to ATOD use.

Personal and Consumer Health

III. Prevention and Treatment—Accessing Information

1. Analyze factors that contribute to the development of communicable and non-communicable diseases.

- a. Analyze the basic structures and functions of the immune system.
- b. Analyze the influences that impact the risk of communicable and non-communicable diseases.
- c. Recognize the warning signs of cancer and practice prevention measures, including screening and self-examinations.
- d. Research resources for reliable information, assessment, and treatment of communicable and non-communicable diseases.

2. Analyze information associated with diabetes, heart disease, and cancer.

- a. Examine the etiology of cancer, heart disease, and diabetes.
- b. Describe the basic structures and functions of the cardiovascular system.
- c. Describe the different cardiovascular diseases and the risk factors associated with these diseases.

Safety and Injury Prevention

III. Community Resources—Accessing Information

1. Analyze resources in the community for personal safety.

a. Describe personal safety issue resources in the community.

- Harassment
- Sexual abuse
- Human trafficking/sex trafficking
- Domestic violence
- Dating violence
- Gang violence
- Other

VII. Social Media—Self-Management

1. Recognize the impact that social media has on harassment, intimidating behaviors, and violence.

- a. Describe examples of harassment and intimidating behaviors in the media.
- b. Analyze how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others.
- c. Analyze the influence of peer groups as they relate to harassing and intimidating behaviors.
- d. Explain strategies to manage personal information in electronic communications and when using social media to protect the personal safety of one's self and others.
- e. Describe ways to combat multiple types of bullying (e.g., cyber bullying and traditional bullying).

2. Assess and respond appropriately to sexual aggression.

- a. Describe and demonstrate ways to prevent sexual aggression.
- b. Evaluate resources for victims of sexual aggression.

3. Assess and respond appropriately to dating violence.

- a. Compare appropriate and inappropriate verbal and/or nonverbal interactions with dating partner.
- b. Explain how to effectively ask for assistance to improve the safety of one's self when in a violent relationship.
- c. Analyze the effect of media and technology on safety and injury prevention practices and behaviors.

4. Recognize and examine contributors to gang violence.

- a. Describe appropriate behavior to resist and prevent gang activity and violence.

b. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy safety and injury prevention practices and behaviors.

VIII. Responding to Emergencies—Advocacy

1. Demonstrate the ability to respond appropriately to emergency and nonemergency situations.

- a. Distinguish between emergency and nonemergency situations.
- b. Demonstrate skills related to cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED).

Nutrition and Fitness

II. Body Image—Analyzing Influences

1. Analyze the influences of family, cultures, media, peers, and personal beliefs on body image.

- a. Analyze the impact of media on body image.
- b. Implement strategies to counteract negative influences on body image.
- c. Analyze eating disorders, the relationship to eating, and the effects on the body.

2. Analyze healthy and risky approaches to weight management.

- a. Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management.
- b. Analyze how culture supports and challenges beliefs, practices, and behaviors related to weight management.
- c. Examine the benefits of physical activity in relationship to weight management.
- d. Analyze the effect of media and technology on personal, family, and community food choices and other eating behaviors.
- e. Generate alternatives when making a decision related to healthy eating behaviors.

II. Nutrition Literacy—Analyzing Influences

1. Analyze dietary behaviors and types of diets.

- a. Explain how to incorporate an adequate amount of fiber, calcium, and iron into a healthy daily diet.
- b. Compare and contrast fad diets with sound weight loss strategies.
- c. Describe the various vegetarian diets and how to ensure healthy consumption of daily required nutrients.
- d. Describe the relationship between diet and chronic diseases such as heart diseases, cancer, diabetes, hypertension, and osteoporosis.
- e. Analyze the influences that culture has on dietary behavior.

2. Describe and analyze nutrition literacy strategies.

- a. Analyze food labeling, nutrition information, and ingredient listings.
- b. Compare and contrast information from nutrition facts labels from similar products.
- c. Analyze the effects of media and advertising on consumers as it relates to nutritional claims.

VII. Nutrition for Disease Prevention—Self-Management

1. Evaluate personal healthy eating practices and behaviors that reduce or prevent diseases.

- a. Demonstrate healthy eating practices and behaviors to improve the health of one's self and others.
- b. Summarize food safety strategies which control germs that cause food borne illnesses.
- c. Adapt healthy eating messages and communication techniques to reach high school students in preventing diseases.

Family Life and Human Sexuality

II. Family—Analyzing Influences

1. Analyze how family influences the health of individuals.

- a. Investigate influences of family health on individual health.
- b. Identify ways to effectively interact with many different people including family members; teachers; males and females; and people of different socioeconomic, ethnic, and cultural backgrounds.

2. Analyze characteristics of healthy and unhealthy romantic and/or sexual relationships.

- a. Recognize and summarize how media can influence one's beliefs about what constitutes a healthy relationship.
- b. Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior including abstinence.

3. Analyze factors that influence an individual's decisions concerning sexual behaviors and limits.

- a. Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation, and identity.
- b. Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.
- c. Advocate for abstinence from sexual activity, including sexual intercourse, as the most effective and healthy means for preventing pregnancy and STIs.
- d. Compare the effectiveness of various contraceptive methods, including abstinence, in preventing pregnancy and STIs.

4. Analyze factors that influence the roles and responsibilities of parenting.

- a. Analyze factors that influence decisions about whether and when to become a parent.
- b. Assess the skills and resources needed to become a parent.
- c. Analyze the impact of parenting on finances and time.

III. Complications and Functions of Human Reproduction—Accessing Information

1. Recognize the structures and functions of the reproductive system.

- a. Examine factors that contribute to complications of human reproduction.

2. Access medically accurate information about prenatal care and services.

a. Analyze prenatal practices that can contribute to or threaten a healthy pregnancy.

3. Access medically accurate information about gestation.

a. Analyze the changes that occur to the developing zygote, embryo, and fetus during each trimester.

b. Analyze the most prevalent congenital and heredity conditions that affect the fetus.

VIII. Sexual Orientation

1. Advocate for safe environments that encourage dignified and respectful treatment of all people.

a. Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation, and identity.

b. Demonstrate ways to respond when someone is being bullied or harassed.

Disease Prevention and Control

III. STIs, HIV, and AIDS—Accessing Information

1. Recognize common STIs and how they spread.

a. Summarize signs, symptoms of, and treatments for common STIs including HIV.

b. Implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.

c. Demonstrate the ability to recognize and resist high-risk behaviors for STIs and HIV.

d. Analyze the effectiveness of correct and consistent use or typical use of condoms in reducing the risk of HIV and other infections by STIs including HPV.

e. Justify why abstinence from sex and drugs is the safest, most effective risk avoidance method of protection from HIV and other STIs.

