



High School Health Education

Overview

The Maryland High School Graduation Task Force made recommendations to the Maryland State Board of Education and Superintendent on the Code of Maryland Regulations (COMAR) *13A.03.02 Graduation Requirements for Public High Schools in Maryland*. Specifically, the Task Force focused on three areas: credit and program requirements (number of credits, subject areas, and other requirements), assessments, and options for awarding high school diplomas.

The recommended amendments to credits, beginning with the ninth-grade class of 2021-2022, include an increase in the number of credits in Health Education from one-half credit to one credit. The Maryland State Board of Education approved these amendments on May 25, 2021.

This document provides guidance on the implementation of one credit of high school health education.

Health Education COMAR Regulation and State Statutes

[COMAR 13.a.04.18.01](#) requires local school systems to provide comprehensive health education each year with sufficient frequency and duration to meet the requirements of the [State Framework](#) for all students PreK-Grade 8 and satisfy the high school graduation requirements. Additionally, specialized training in skills-based health education, drug addiction and prevention education, family life and human sexuality education, and awareness and prevention of sexual abuse and assault is required for all teachers of Health Education. Finally, education related to Substance Abuse Prevention, Safety and Violence Prevention, and Disease Prevention and Control must comply with state statutes.

Created by MSDE and the Maryland Advisory Council on Health and Physical Education

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Maryland Comprehensive Health Education Framework

A workgroup of local school system Health Education supervisors, experts, educators, and the student State Board of Education member revised the [State Framework](#) in 2019 and 2020. The workgroup envisioned Health I would be for students in grades 9-10 and Health II would be for students in grades 11-12. The [CDC identifies that an effective curriculum](#) provides opportunities to reinforce concepts and skills across grade levels. Health education electives beyond the Health I and Health II requirements are strongly encouraged.

Health Education Standards

Standard 1: Core Concepts					
Mental and Emotional Health	Substance Abuse Prevention	Family Life and Human Sexuality	Safety and Violence Prevention	Healthy Eating	Disease Prevention and Control

Standards 2 - 8: Skills						
Analyzing Influences	Accessing Information	Interpersonal Communication	Decision-Making	Goal Setting	Self Management	Advocacy

Sample Program of Studies Course Descriptions

Health Education I - This course encourages students to develop skills, attitudes, and behaviors that will enable them to make decisions that promote healthful behaviors. Topics included are: Mental and Emotional Health; Substance Abuse Prevention; Family Life and Human Sexuality; Safety and Violence Prevention; Healthy Eating; and Disease Prevention and Control. Skills developed in relation to health enhancing behaviors include: analyzing influences, accessing valid and reliable information, interpersonal communication, decision-making, goal setting, self management, and advocacy.

Prerequisites and other notes: This ½ credit course is required for graduation and is recommended for students in grades 9 or 10.

Health Education II - Students will use the introductory instruction from Health Education I to expand on the development of skills, attitudes, and behaviors that will enable them to make decisions that promote healthful behaviors. Students engage in inquiry and problem-solving approaches utilizing a developmentally appropriate progression of content related to health education concepts.

Prerequisites and other notes: Health Education I. This ½ credit course is required for graduation and is recommended for students in grades 11, or 12.

Sample Timelines

These timelines are designed to provide local school systems with implementation suggestions.

Suggested Local School System Action Items

Summer and Fall 2021	<p>MSDE will provide a sample scope and sequence document for Health Education I and II by August 2021</p> <ul style="list-style-type: none"> Review MSDE Framework and Scope and Sequence document Assess curriculum needs, including budget and timeline Develop a staffing and budget plan Work with key stakeholders to create a course of studies addendum for class of 2025
Spring 2022	<ul style="list-style-type: none"> Update Course of Studies document for the class of 2026 Present information to high school leadership and school schedulers related to the recommended implementation of Health II Present staffing and budget plan for approval. Schedule optional Spring of 2023 pilot of Health II Update Health I curriculum documents and begin development of Health II curriculum
Summer 2022	<ul style="list-style-type: none"> Finalize Health I curricular documents. Continue to develop Health II curriculum Train health educators on updates to Health I
Fall 2022	<ul style="list-style-type: none"> Finalize curriculum documents for optional Health II pilot Present health education curriculum changes for local approval Train health education teacher leaders to pilot Health II curriculum revisions in the Spring of 2023
Spring 2023	<ul style="list-style-type: none"> Optional pilot of Health II, class of 2025 (10th grade) Prepare teacher leaders to provide training in the Summer of 2023
Summer 2023	<ul style="list-style-type: none"> Refine and finalize Health II curriculum documents Train remaining health educators on updates to Health II for full implementation Fall of 2023

Enrollment Availability for Health II

	<u>Class of 2025</u>	<u>Class of 2026</u>	<u>Class of 2027</u>
<u>SY 2021 - 2022</u>			
<u>SY 2022 - 2023</u>	Optional Health II Pilot		
<u>SY 2023 - 2024</u>	Grade 11	Grade 10	
<u>SY 2024 - 2025</u>	Grade 12	Grade 11	Grade 10

Additional Items for Local School System Consideration

Updates to: Online options, summer school offerings, dual enrollment course options.

Frequently Asked Questions

#	<u>Question</u>	<u>Answer</u>
1	Does a 9th grade student in the Fall of 2021 need to take a full credit of health education during their 9th grade year?	No. Students have four years to complete the full credit of health education. This would not be recommended; see additional information provided in question 3.
2	Can we offer health education as a 1.0 full credit course?	Yes. If you must offer health education as a 1.0 full-credit course, it is not recommended for 9th grade; 10th or 11th grade would be more developmentally appropriate.
3	Why is it not recommended for 9th grade students to take Health II?	The Youth Risk Behavior Survey identifies that higher risk health behaviors increase with age. CDC identifies that an effective curriculum addresses students' needs, interests, concerns, developmental and emotional maturity levels, and experiences. These vary widely from grade 9 to grade 12.
4	Do we need to have twice as many health education teachers at the high school level? How can we afford that additional staffing?	Over the course of four years your health education staffing will increase. While the State does not have funding for staffing, be proactive in including health education in local budget requests. Focus on hiring certified health educators and providing opportunities for current staff interested in teaching health education to become certified and <i>qualified</i> .
5	How can we ensure that all teachers of health education are certified, qualified, and meet the specialized training requirements?	MSDE has developed several online modules in alignment to the specialized training requirements. These modules will be available for teachers in June 2021. Additional training opportunities offered by the local school system is recommended.
6	We offer health education electives. Can we use these to satisfy the additional .5 credit of health education?	No. The additional .5 credit of high school health education must align to the Health Education Framework indicators for Health II. Elective courses for health education are strongly encouraged.