



Maryland's Comprehensive Health Education Framework

Pre-Kindergarten Through High School

Division of Instructional Programs

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Introduction

Comprehensive skills-based health education is a planned and sequential set of learning experiences focused on developing the skills needed to live healthy lives. Building skills related to their health enables students to make informed choices and take customized actions to improve their health and that of those around them.

The skills developed in comprehensive skills-based health education include:



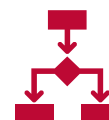
Analyzing Influences



Accessing Valid and Reliable Resources



Interpersonal Communication



Decision Making



Goal Setting



Self-Management



Advocacy for Self and Others

THE HEALTH EDUCATION STATE FRAMEWORK:

- in alignment with the Code of Maryland Regulations (COMAR) 13A.04.18.01 and 13A.01.06 and Education Articles §4-111.2, §7-205.2, §7-401, §7-410, §7-411, §7-411.1, §7-413, §7-424, §7-424.1, §7-439, §7-445, and §7-501—7-506, it incorporates the State Board of Education-approved content standards;
- serves as a resource document for Maryland's Local Education Agencies (LEAs) to develop curricula (e.g., scope and sequences, lesson plans, assessments) with clear and measurable goals; and
- is based on the Society of Health and Physical Educators (SHAPE) America's [National Health Education Standards](#).

The Health Education Framework represents the State's minimum expectations for implementation. The framework is intentionally designed to provide a foundation that all LEAs can meet, regardless of available resources. However, if data supports additional needs and a LEA has access to additional instructional materials, MSDE strongly encourages them to go beyond these minimums. For example, a LEA may choose to partner with its local health or fire department to help students earn first aid, CPR, and/or AED certification. Additionally, secondary schools are highly encouraged to offer college and career readiness elective health education courses and programs (e.g., Foundations of Public Health, Certified Nursing Assistant, Emergency Medical Technician, Certified Clinical Medical Assistant) in areas of expressed student interest.

STANDARDS

The State standards for health education provide educators with overarching statements for teaching and learning that provide a trajectory for learning for all students in Prekindergarten through 12th grade. When developing a lesson plan, educators must pair a content standard with a skill standard.

LEARNING INDICATORS

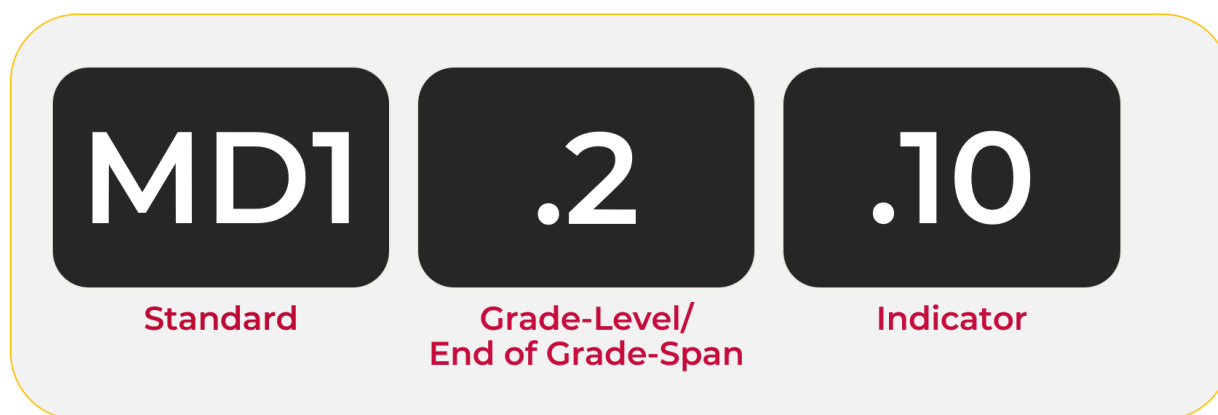
The Learning Indicators unpack the standards statements and articulate the specific skills and content knowledge that a student must know and be able to do by the end of a particular grade or grade span.

For standards two through eight, the Maryland Health Education Framework uses the following grade spans:

- Prekindergarten through grade 2
- Grades 3 through 5
- Grades 6 through 8
- Grades 9 through 12

To meet the unique needs of the students in their community, Maryland's local education agencies (LEAs) have the flexibility to teach and assess student achievement of each learning indicator one or more times within each grade span.

To track the indicators, each has been assigned a unique identifier. For example:



Comprehensive Health Education Standards PreK-12

ALL STUDENTS WILL:

1. Use **functional health information** to support the health and well-being of self and others, including:
 - A. Mental and emotional health;
 - B. Substance use and misuse;
 - C. Family life and human sexuality;
 - D. Safety and violence prevention;
 - E. Nutrition; and
 - F. Disease prevention and control.
2. **Analyze influences** that affect the health and well-being of self and others.
3. **Access valid and reliable resources** to support the health and well-being of self and others.
4. Use **interpersonal communication** skills to support the health and well-being of self and others.
5. Use a **decision-making** process to support the health and well-being of self and others.
6. Use a **goal-setting** process to support the health and well-being of self and others.
7. Demonstrate **practices and behaviors** to support the health and well-being of self and others.
8. **Advocate** to promote the health and well-being of self and others.

— Code of Maryland Regulation (COMAR) 13A.04.18.01C

Standard 1a: Mental and Emotional Health

RATIONALE

Functional knowledge about mental and emotional health enables students to recognize the importance of mental [well-being](#), manage emotions effectively, build resilience, and address challenges. All instruction related to mental and emotional health should come with a content warning for students and include instruction on how to seek help for mental and emotional health support. Mental and emotional health education helps students cultivate positive relationships, reduce stigma, and foster a sense of safety in schools and communities. Grounded in trauma-informed practices and public health approaches, this standard aligns with Maryland Education Articles §§7-401, 7-443, and 7-501—7-506, which emphasize student well-being and behavioral health supports.

INDICATORS FOR PREKINDERGARTEN THROUGH GRADE 2

Topic	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Emotions, Feelings, and Relationships	MD1a.P.1 Identify a variety of big or strong emotions .	MD1a.K.1 Identify situations that may create a variety of big or strong emotions.	MD1a.1.1 Identify when help is needed to cope with emotions .	MD1a.2.1 Identify how coping strategies may change based on the environment and resources.
	MD1a.P.2 State that anger and other big or strong emotions are common.	MD1a.K.2 Identify ways of expressing one's emotions.	MD1a.1.2 Describe various coping strategies in the classroom, home, and school.	MD1a.2.2 Apply various coping strategies in the classroom.
	MD1a.P.3 Identify the characteristics of a friend.	MD1a.K.3 Identify positive ways to cope with one's emotions.	MD1a.1.3 Describe appropriate ways to express one's emotions and practice coping strategies.	MD1a.2.3 Explain the importance of identifying emotions and practicing coping strategies on health and well-being.

Topic	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Emotions, Feelings, and Relationships	--	MD1a.K.4 Identify a variety of social relationships.	MD1a.1.4 Describe ways to express affection, love, friendship, and concern.	MD1a.2.4 Describe how social interactions affect personal health and well-being.
Self and Social Awareness	MD1a.P.4 Recognize the feelings, personal space, and boundaries of another child.	MD1a.K.5 Recognize how to respect the feelings, personal space, and boundaries of another child.	MD1a.1.5 Identify skills and activities that are done well and those that require help.	MD1a.2.5 Recognize personal strengths and the strengths of others in the classroom, school, community, and home.
	MD1a.P.5 Recognize the strengths of self and others.	--	--	--
Seeking Help	MD1a.P.6 Identify <u>trusted adults</u> at school who can support mental and emotional health.	MD1a.K.6 Identify trusted adults at school, home, and in the community who can support mental and emotional health.	MD1a.1.6 Explain how having a trusted adult can support one's emotional health and well-being.	MD1a.2.6 Explain how having a trusted adult can support one's social health and well-being.
	--	MD1a.K.7 Identify the importance of talking with parents and other trusted adults about mental and emotional health.	--	--

INDICATORS FOR GRADES 3 THROUGH 5

Topic	Grade 3	Grade 4	Grade 5
Emotions, Feelings, and Relationships	MD1a.3.1 Identify characteristics of positive emotional health.	MD1a.4.1 Identify role models who demonstrate positive emotional health.	MD1.5.1 Explain how to build upon strengths and assets to support health and well-being.
	MD1a.3.2 Practice appropriate ways to express emotions.	MD1a.4.2 Describe situations that create strong emotions, safe ways to respond, and coping strategies to self-regulate.	MD1.5.2 Describe health-promoting behaviors for the dimensions of wellness .
	MD1a.3.3 Explain how to build upon positive ways to express emotional health.	MD1a.4.3 Describe how peer relationships and interactions affect health and well-being.	MD1a.5.3 Explain what it means to be emotionally self-aware.
	MD1a.3.4 Identify characteristics that promote supportive relationships.	--	MD1a.5.4 Evaluate appropriate ways to express emotions.
	MD1a.3.5 Identify how relationships and interactions with others affect emotions.	--	MD1a.5.5 Describe the value of others' talents and strengths.
	--	--	MD1a.5.6 Describe the characteristics that may harm relationships among friends and family.

Topic	Grade 3	Grade 4	Grade 5
Self and Social Awareness	MD1a.3.6 Identify how personal choices and behaviors affect self-worth, health, and well-being.	MD1a.4.4 Identify respectful ways to show <u>empathy</u> to others.	MD1a.5.7 Demonstrate respectful ways to show empathy to others.
	--	MD1a.4.5 Identify how to recognize and build on personal strengths.	MD1a.5.8 Describe how to recognize and build on personal strengths.
Body Image	MD1a.3.7 Identify <u>body image</u> and body diversity and how peers, media, family, society, and culture influence ideas about body.	MD1a.4.6 Explain the importance of body confidence and respecting different body shapes and abilities.	MD1a.5.9 Explain how peers, media, family, society, and culture influence ideas about the body.
Digital and Social Media	MD1a.3.8 Recognize that excessive screen time, especially before bedtime, can negatively affect sleep, mood, energy, and mental health.	--	--
	MD1a.3.9 Identify behaviors to maintain mental and emotional health when engaging in online social platforms.	--	--

Topic	Grade 3	Grade 4	Grade 5
Seeking Help	MD1a.3.10 Identify the benefits of discussing emotions with trusted adults .	MD1a.4.7 Identify ways trusted adults can help you or someone else deal with difficult emotions or situations.	MD1a.5.10 Explain how a trusted adult can support you or someone else with difficult emotions or situations.
Mental Health Challenges	MD1a.3.11 Identify personal stressors.	MD1a.4.8 Explain physical and emotional reactions to stress.	MD1a.5.11 Differentiate between positive and negative ways of dealing with stress and anxiety.
	MD1a.3.12 Identify experiences that can create feelings of grief and loss.	MD1a.4.9 Identify a wide range of grief responses and that grief may be experienced in different ways over time.	MD1a.5.12 Apply coping strategies that support the health and well-being of an individual experiencing feelings of grief and loss.
	--	MD1a.4.10 Describe how feelings and emotions associated with grief and loss affect one's health and well-being.	MD1a.5.13 Identify long-lasting troublesome feelings or depression and how they affect one's health and well-being.
	--	MD1a.4.11 Identify signs and symptoms that indicate someone should seek help for long-lasting, troublesome feelings or depression.	MD1a.5.14 Identify signs and symptoms that indicate someone should seek help for long-lasting, troublesome feelings or depression.

Topic	Grade 3	Grade 4	Grade 5
Suicide Prevention	--	MD1a.4.12 Explain the importance of telling a trusted adult if someone is in danger of hurting themselves or others.	MD1a.5.15 Demonstrate the importance of telling a trusted adult if someone is in danger of hurting themselves or others.

INDICATORS FOR GRADES 6 THROUGH 8

Topic	Grade 6	Grade 7	Grade 8
Wellness	MD1a.6.1 Describe how practices and behaviors support a variety of <u>dimensions of wellness</u> .	MD1a.7.1 Explain the interrelationship of the dimensions of wellness.	MD1a.8.1 Evaluate one's personal wellness.
	--	MD1a.7.2 Analyze the connections between health literacy, healthcare access, and wellness.	MD1a.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness.
Emotions, Feelings, and Relationships	MD1a.6.2 Examine the importance of being aware of one's feelings and being sensitive to the feelings of others.	MD1a.7.3 Describe how mental and emotional health can affect health-related behaviors.	MD1a.8.3 Explain how the expression of emotions and social isolation can impact the health of self and others.
	MD1a.6.3 Identify situations that evoke <u>intense emotions</u> , potential health-related outcomes, and effective self-regulation strategies.	--	MD1a.8.4 Demonstrate <u>empathy</u> to others who have different feelings, thoughts, and experiences.

Topic	Grade 6	Grade 7	Grade 8
Emotions, Feelings, and Relationships	MD1a.6.4 Discuss how emotions change during adolescence.	--	--
Self and Social Awareness	MD1a.6.5 Identify a variety of personal <u>coping strategies</u> .	MD1a.7.4 Analyze ways to build upon strengths and assets to support individual and collective health and well-being.	MD1a.8.5 Analyze the connection between growth mindset and overcoming setbacks/challenges.
Body Image	MD1a.6.6 Define the concept of <u>body image</u> and its implications for mental and physical wellness, including how societal norms and appearance ideals contribute to body dissatisfaction.	MD1a.7.5 Explain the importance of body image and its implications for mental and physical wellness.	MD1a.8.6 Analyze strategies to cultivate a positive body image, including self-compassion, body appreciation, and resilience against appearance pressures.
Digital and Social Media	MD1a.6.7 Identify the potential health impacts of digital behaviors on sleep loss.	MD1a.7.6 Analyze the impact of digital and social media on the dimensions of wellness.	MD1a.8.7 Evaluate how sharing or posting personal information electronically about self or others on digital and social media sites can impact one's mental and emotional health.
Seeking Help	MD1a.6.8 Describe the qualities of a <u>trusted adult</u> with whom you could talk about your overall mental and emotional health.	MD1a.7.7 Identify strategies for communicating your overall mental and emotional health with a trusted adult.	MD1a.8.8 Demonstrate strategies to seek help with a trusted adult about your overall mental and overall emotional health.

Topic	Grade 6	Grade 7	Grade 8
Seeking Help	MD1a.6.9 Identify the importance of telling a trusted adult if you or someone else is experiencing a mental or emotional health challenge.	--	MD1a.8.9 Analyze practices and behaviors that support mental and emotional health, including how to communicate with a trusted adult.
Mental Health Challenges	MD1a.6.10 Describe personal <u>stressors</u> at home, in school, and with friends.	MD1a.7.8 Describe how life experiences contribute to a stress response.	MD1a.8.10 Explain how individual, interpersonal, community, and <u>environmental</u> factors impact feelings of stress and anxiety.
	MD1a.6.11 Explain the body's physical and psychological responses to stressful situations.	MD1a.7.9 Describe a variety of ways to self-regulate when experiencing stress or stressful situations.	MD1a.8.11 Describe health-promoting practices and behaviors that are personally effective for stress management.
	MD1a.6.12 Describe a variety of ways to respond to stress and anxiety to support health and well-being.	MD1a.7.10 Explain the causes, symptoms, and effects of depression.	MD1a.8.12 Justify feelings and emotions associated with loss and grief as a normal part of development.
	MD1a.6.13 Identify depression as prolonged sadness with no identifiable cause.	MD1a.7.11 Describe the connection between depression and brain chemistry.	MD1a.8.13 Recognize disordered eating behaviors in oneself and others in order to seek help.
	MD1a.6.14 Explain a wide range of feelings and emotions associated with loss and <u>grief</u> .	MD1a.7.12 Identify ways to show support to someone who is grieving.	MD1a.8.14 Discuss common barriers to seeking help for disordered eating.

Topic	Grade 6	Grade 7	Grade 8
Mental Health Challenges	MD1a.6.15 Identify the potential mental and physical consequences of disordered eating.	MD1a.7.13 Explain the importance of early professional help for disordered eating.	MD1a.8.15 Identify factors that contribute to addiction.
	MD1a.6.16 Recognize when a behavior or habit has a negative consequence on self or others.	MD1a.7.14 Identify <u>addiction</u> as long-term compulsive behavior despite negative consequences.	MD1a.8.16 Summarize the impact of positive and adverse childhood experiences on health outcomes.
	MD1a.6.17 Recognize the negative effects of stigma surrounding mental health conditions.	MD1a.7.15 Identify the negative impact of stigma on health-seeking behavior.	--
<u>Nonsuicidal Self-Injury (NSSI)</u>	MD1a.6.18 Identify warning signs of people who are experiencing NSSI.	MD1a.7.16 Describe the signs and symptoms of people experiencing NSSI.	MD1a.8.17 Explain the warning signs and behaviors of people who may be experiencing NSSI.
	MD1a.6.19 Explain the importance of getting help for someone who is experiencing NSSI.	MD1a.7.17 Summarize how to get help for someone experiencing NSSI.	MD1a.8.18 Demonstrate how to tell a trusted adult that someone is experiencing NSSI.
Suicide Prevention	MD1a.6.20 Describe the importance of telling a trusted adult when someone is at risk of suicide or hurting others.	MD1a.7.18 Explain the signs and symptoms of suicidal ideation and suicidality.	MD1a.8.19 Describe the contributors to suicidal ideation and suicidality.

INDICATORS FOR HIGH SCHOOL HEALTH I AND II

Topic	High School I	High School II
Wellness	MD1a.HS1.1 Assess personal strengths and assets that support various <u>dimensions of wellness</u> related to health outcomes.	MD1a.HS2.1 Analyze the relationships between various dimensions of wellness as related to health outcomes.
	MD1a.HS1.2 Examine connections between individual health literacy, organizational health literacy, and mental health outcomes.	MD1a.HS2.2 Evaluate practices and behaviors that support or hinder health and well-being at the various levels of the <u>socioecological model</u> .
	--	MD1a.HS2.3 Explain the relationship between mental health and wellness and broader social outcomes, including violence, substance use, academic achievement, and community safety.
	--	MD1a.HS2.4 Analyze the impact of digital and social media on the dimensions of wellness.
Emotions, Feelings, and Relationships	MD1a.HS1.3 Evaluate practices and behaviors that support mental and emotional health and well-being, including how to manage emotions, demonstrate <u>empathy</u> , and build healthy relationships.	MD1a.HS2.5 Analyze how <u>social determinants of health</u> are interrelated and impact community mental health outcomes.
	MD1a.HS1.4 Analyze how social determinants of health are interrelated and impact individual mental health outcomes.	--

Topic	High School I	High School II
Self and Social Awareness	MD1a.HS1.5 Identify strategies that promote self-efficacy and resilience to persevere through challenges.	MD1a.HS2.6 Explain ways to build upon individual, interpersonal, community, societal, and environmental strengths and assets to support individual and collective mental health and well-being.
Body Image	MD1a.HS1.6 Explain how individual and societal perceptions of body image , including intersectional influences such as identities, may influence mental and physical wellness.	MD1a.HS2.7 Evaluate how appearance bias, societal norms , and media influences like influencer culture and algorithms influence health behaviors, perpetuate health disparities, impact access to care, and affect overall well-being.
Digital and Social Media	MD1a.HS1.7 Analyze how social media use, including algorithm-driven content, influences mental and emotional health, self-image, relationships, and stress.	MD1a.HS2.8 Analyze the impact of social media on population-level wellness, including its role in shaping norms, behaviors, health disparities, and access to information across diverse communities.
Seeking Help	MD1a.HS1.8 Identify trusted adults , mental health professionals, and resources to support mental health and well-being.	MD1a.HS2.9 Analyze the relationship between access to professional health care and overall mental health and well-being.
	MD1a.HS1.9 Evaluate when and how to seek help for mental and emotional health challenges.	MD1a.HS2.10 Analyze the benefits of and barriers to accessing mental health resources at the individual, interpersonal, community, and societal levels.

Topic	High School I	High School II
Seeking Help	MD1a.HS1.10 Describe local and community resources, services, and approaches to treatment to help oneself or others for mental and emotional health.	MD1a.HS2.11 Explain health-promoting practices and behaviors to support health and well-being in self and others who are experiencing a mental health challenge or crisis.
Mental Health Challenges	MD1a.HS1.11 Evaluate internal and external sources of stress and anxiety and their impact on thoughts, feelings, and behaviors.	MD1a.HS2.12 Evaluate the connection between the social determinants of health and the impact on individual and collective feelings of stress.
	MD1a.HS1.12 Explain how various health-promoting strategies reduce stress, anxiety and anger to support health and well-being.	MD1a.HS2.13 Analyze the benefits and barriers of various strategies for dealing with stress, anxiety, and anger.
	MD1a.HS1.13 Analyze signs and symptoms of stress and anxiety in self and others that indicate a need for support.	MD1a.HS2.14 Evaluate causes, symptoms, and effects of depression.
	MD1a.HS1.14 Analyze signs and symptoms of depression and other mental health challenges in self and others that indicate a need for support.	MD1a.HS2.15 Describe the potential outcomes associated with harmful coping strategies.
	MD1a.HS1.15 Describe that healing after <u>loss</u> is a natural process that takes time and support.	MD1a.HS2.16 Evaluate the effectiveness of community resources and programs that promote nourishing eating patterns, body positivity, and mental health awareness.

Topic	High School I	High School II
Mental Health Challenges	MD1a.HS1.16 Analyze signs and symptoms of disordered eating in self and others that indicate a need for support.	MD1a.HS2.17 Explain the relationships between social determinants of health and addiction prevalence and treatment in communities.
	MD1a.HS1.17 Analyze media messaging, cultural <u>norms</u> such as diet culture, and policies such as weight standards in sports that shape attitudes and behaviors related to eating.	MD1a.HS2.18 Evaluate the impact of addiction on individuals, communities, and public health outcomes.
	MD1a.HS1.18 Analyze signs and symptoms of <u>addiction</u> in self and others that indicate a need for support.	MD1a.HS2.19 Describe a variety of approaches for treating addiction and supporting recovery from addiction, including professional treatment, peer support, and community services.
	MD1a.HS1.19 Explain how addiction affects mental, physical, emotional, and social wellness for self and others.	MD1a.HS2.20 Analyze how mental health stigma contributes to disparities in health outcomes, focusing on its impact on access to care, treatment, and support across diverse populations.
	MD1a.HS1.20 Identify strategies and resources that support addiction treatment and recovery, including professional treatment, peer support, and community services.	--
	MD1a.HS1.21 Explain how stigma affects communication about mental health and help-seeking behaviors.	--

Topic	High School I	High School II
<u>Non-Suicidal Self-Injury (NSSI)</u>	MD1a.HS1.22 Analyze signs and symptoms of NSSI in self and others that indicate a need for support.	MD1a.HS2.21 Explain the connection between thoughts, emotions, addiction, disordered eating, and NSSI.
Suicide Prevention	MD1a.HS1.23 Summarize the signs and symptoms of suicidal ideation and behaviors that indicate a need for support.	MD1a.HS2.22 Analyze how various factors, such as substance use, cyberbullying, and <u>gambling</u> , are associated with suicide.

Standard 1b: Substance Use and Misuse

RATIONALE

Functional knowledge around substance use and misuse empowers students to understand the short- and long-term impacts of substance use on the brain and body and to be able to take health-promoting actions related to substance use prevention. This standard supports prevention and early intervention efforts outlined in Maryland Education Article §§7-411 and 7-413, which require instruction on drug addiction and controlled dangerous substances. By addressing risk and protective factors, including media influences, community [norms](#), and access to support services, students develop the health literacy necessary to navigate their environments and reduce the likelihood of use and misuse.

INDICATORS FOR PRE-KINDERGARTEN THROUGH GRADE 2

Topic	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Medicine	MD1b.P.1 Define medicine.	MD1b.K.1 Identify medicines and non-medicines in the home.	MD1b.1.1 Describe the steps of using medicine safely, which includes the involvement of a trusted adult .	MD1b.2.1 Explain the importance of using medicines correctly.
	MD1b.P.2 Identify family rules about medicine use.	MD1b.K.2 Identify school and home rules about the use of medicine.	--	MD1b.2.2 Identify the importance of telling a trusted adult if you or someone else eats, drinks, or touches something that makes you or them feel unwell.
	--	MD1b.K.3 Recognize that medicines have directions for use and storage.	--	--

Topic	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Other Drugs	--	--	--	MD1b.2.3 Identify alcohol, tobacco, nicotine, and electronic smoking devices.
	--	--	--	MD1b.2.4 Identify family and school rules about alcohol, tobacco, nicotine, and electronic smoking devices.

INDICATORS FOR GRADES 3 THROUGH 5

Topic	Grade 3	Grade 4	Grade 5
Medicine	MD1b.3.1 Describe potential risks associated with the inappropriate use of over-the-counter and prescription medicines, including addiction.	--	--
	MD1b.3.2 Explain the difference between medicines, legal drugs, and illegal drugs.	--	--
	MD1b.3.3 Analyze the potential risks associated with the inappropriate use and misuse of prescription medicines, including addiction.	--	--

Topic	Grade 3	Grade 4	Grade 5
Other Drugs	MD1b.3.4 Explain the harmful effects of alcohol, tobacco, nicotine, including electronic smoking devices.	MD1b.4.1 Identify short and long-term effects of alcohol, nicotine, cannabis, and caffeine.	MD1b.5.1 Analyze the effects of alcohol and nicotine on one's health and well-being.
	MD1b.3.5 Identify <u>cannabis</u> and the effects of its usage on one's health and well-being.	--	MD1b.5.2 Analyze the effects of cannabis on one's health and well-being.
	--	--	MD1b.5.3 Analyze the effects of heroin and opioids, including the lethal effects of fentanyl, on one's health and well-being.
Environmental Health	--	MD1b.4.2 Identify the <u>environmental health</u> impact of alcohol, nicotine, and cannabis.	--

INDICATORS FOR GRADES 6 THROUGH 8

Topic	Grade 6	Grade 7	Grade 8
Medicine	MD1b.6.1 Explain misuse and correct use of prescription and over-the-counter medicines.	--	--
Other Drugs	MD1b.6.2 Identify how individual, interpersonal, community, and <u>environmental factors</u> impact tobacco and nicotine use.	MD1b.7.1 Identify how individual, interpersonal, community, and environmental factors impact alcohol and <u>cannabis</u> use.	MD1b.8.1 Analyze how individual, interpersonal, community, and environmental factors impact heroin and opioid use.
	MD1b.6.3 Describe situations that could lead to substance use and misuse.	MD1b.7.2 Identify the effects, consequences, and impact of alcohol and cannabis use and misuse on the dimensions of wellness.	MD1b.8.2 Explain connections between mental health and substance use.
	MD1b.6.4 Identify the effects, consequences, and impacts of tobacco and nicotine use and misuse on the <u>dimensions of wellness</u> .	MD1b.7.3 Explain the benefits of being free from alcohol, opioids, nicotine, cannabis, and other drugs.	MD1b.8.3 Explain the effects, consequences, and impact of heroin and opioid use and misuse on the dimensions of wellness, including the lethal effects of fentanyl.
	MD1b.6.5 Identify substance use prevention strategies for self and others.	MD1b.7.4 Explain how <u>protective factors</u> can promote substance nonuse.	MD1b.8.4 Identify how substance use can be a negative coping strategy for social isolation and positive alternatives to connect with others.

Topic	Grade 6	Grade 7	Grade 8
Other Drugs	MD1b.6.6 Describe positive coping strategies and alternatives to engaging in substance use.	--	MD1b.8.5 Analyze practices and behaviors that support substance nonuse, including how to manage health conditions in safe ways.
	--	--	MD1b.8.6 Describe the health risks of using performance-enhancing or weight-loss drugs.
Support Services	MD1b.6.7 Explain a variety of approaches and resources for substance use prevention and misuse treatment for self and others.	MD1b.7.5 Identify resources and strategies for quitting or reducing the use of alcohol, opioids, nicotine, cannabis, and other drugs.	MD1b.8.7 Explain how to access community resources for treatment and support for substance use and misuse.

INDICATORS FOR HIGH SCHOOL HEALTH I AND HEALTH II

Topic	High School I	High School II
Medicine	MD1b.HS1.1 Explain legal and illegal drugs and the appropriate use of prescription and over-the-counter medications and other substances.	MD1b.HS2.1 Examine the difference between traditional medicine in one's culture and substances that may be harmful or misused.
Other Drugs	MD1b.HS1.2 Explain the short- and long-term effects of substance use on the various dimensions of wellness .	MD1b.HS2.2 Describe the legal issues related to using drugs and substances, including the disproportionate rates of incarceration of specific racial and ethnic groups.
	MD1b.HS1.3 Analyze predatory marketing practices that tobacco, cannabis , and vaping companies use and the impact of this marketing on substance use disparities.	MD1b.HS2.3 Examine historical factors that increase the likelihood of substance use within communities.
	MD1b.HS1.4 Examine risk and protective factors related to substance use and misuse in individuals.	MD1b.HS2.4 Analyze how risk and protective factors impact substance use behaviors in individuals and communities.
	MD1b.HS1.5 Summarize the risks of heroin and opioid use, including the lethal effects of fentanyl.	MD1b.HS2.5 Examine prevention strategies and policies designed to address addiction and reduce harm.
	MD1b.HS1.6 Evaluate the role and accessibility of opioid reversal methods, such as naloxone, in promoting individual and community health and safety.	MD1b.HS2.6 Evaluate strategies to build upon community and societal strengths and assets to prevent substance use and misuse.

Topic	High School I	High School II
Other Drugs	MD1b.HS1.7 Explain strategies to build upon individual strengths and assets to prevent substance use and misuse.	MD1b.HS2.7 Explain the potential consequences of driving or operating vehicles under the influence of substances.
	MD1b.HS1.8 Explain how substance use affects a person's ability to drive or operate vehicles.	MD1b.HS2.8 Analyze the relationship between substance use and other health outcomes, such as unintentional injuries, violence, suicide, and sexual behaviors.
	MD1b.HS1.9 Explain the risks associated with riding with a driver who has been using substances.	MD1b.HS2.9 Explain the potential impacts of substance use on community health outcomes.
	MD1b.HS1.10 Describe the dangers of using drugs or substances in combination.	--
Environmental Health	MD1b.HS1.11 Explain the potential health and environmental effects of improper disposal of substances and paraphernalia.	MD1b.HS2.10 Explain strategies for the safe disposal of substances and/or paraphernalia.
Support Services	MD1b.HS1.12 Demonstrate how to access community resources for treatment and support for substance use and misuse.	MD1b.HS2.11 Analyze the benefits of and barriers to accessing substance use prevention, treatment, and recovery support services at the community and societal levels..
	MD1b.HS1.13 Explain the benefits and barriers to accessing substance use support and treatment for self and others.	--

Standard 1c: Family Life and Human Sexuality

RATIONALE

Family life and human sexuality instruction provide students with age-appropriate, scientifically based, and medically accurate information about relationships, [consent](#), treating others with dignity and respect, and sexual and reproductive health. It also helps students gain the functional knowledge that they need to apply health-related skills to their sexual and reproductive health. It supports bodily autonomy and the ability to delay pregnancy and reduce the likelihood of sexually transmitted infections. In Maryland, this component is governed by Education Article §7-445, which mandates instruction that reflects the values of equity, inclusivity, and informed choice.

Furthermore, the Code of Maryland Regulation (COMAR) 13A.04.18.01 requires local education agencies to establish policies, guidelines, and/or procedures for student opt-out regarding instruction related to family life and human sexuality objectives. Additionally, the indicators related to puberty must be taught, beginning in grade four, by a licensed teacher with a health education endorsement or one who has received specialized training.

INDICATORS FOR PRE-KINDERGARTEN THROUGH GRADE 2

Topic	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Family Relationships	MD1c.P.1 Identify what is special about your family.	MD1c.K.1 Identify that a family is a group of people who can support one another.	MD1c.1.1 Describe the strengths of families.	MD1c.2.1 Explain why it is important to respect all types of families.
	MD1c.P.2 Recognize that a family is a group of people who can support one another.	MD1c.K.2 Recognize how members of families support one another.	MD1c.1.2 Identify supportive behaviors within family relationships.	MD1c.2.2 Describe health-promoting behaviors in families.
	MD1c.P.3 Recognize that there are different types of families.	MD1c.K.3 Identify different types of families.	--	--

Topic	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Dignity and Respect	MD1c.P.4 Recognize that people express themselves in many different ways.	MD1c.K.4 Identify what it looks like to treat others with kindness.	MD1c.1.3 Recognize ways to treat all people regardless of gender with dignity and respect.	--
Boundaries and Consent	MD1c.P.5 Recognize the medically accurate names for parts of the body that are private.	MD1c.K.5 Recognize the medically accurate names for parts of the body that are private.	MD1c.1.4 Identify the medically accurate names for parts of the body that are private.	MD1c.2.3 Identify the medically accurate names for parts of the body that are private.
	MD1c.P.6 Identify personal boundaries.	MD1c.K.6 Identify appropriate privacy practices and setting and respecting boundaries at school.	MD1c.1.5 Analyze appropriate privacy practices and setting and respecting boundaries in healthcare settings.	MD1c.2.4 Demonstrate appropriate privacy practices and setting and respecting boundaries in the community.
	MD1c.P.7 Identify everyone has the right to tell others not to touch their body when they do not want to be touched.	--	MD1c.1.6 Explain that everyone has the right to tell others not to touch their body when they do not want to be touched and to have those boundaries respected by others.	MD1c.2.5 Demonstrate appropriate actions when someone says or does something that does not respect your personal boundaries.

INDICATORS FOR GRADES 3 THROUGH 5

Topic	Grade 3	Grade 4	Grade 5
Family Relationships	--	MD1c.4.1 Identify parents, caregivers, and other <u>trusted adults</u> that students can talk with about relationships, puberty, and health.	MD1c.5.1 Explain the importance of talking with parents, caregivers, and other trusted adults about relationships, puberty, and health.
Dignity and Respect	--	--	MD1c.5.2 Demonstrate ways to treat people of all <u>gender identities and expressions</u> with dignity and respect.
	--	--	MD1c.5.3 Explain that everyone has a <u>sexual orientation</u> that is based on one's feelings of romantic and/or physical attractions towards others.
Boundaries and Consent	MD1c.3.1 Define consent as people of all ages and abilities having the right to tell others not to touch their body when they do not want to be touched.	MD1c.4.2 Explain the relationship between consent, personal boundaries, and bodily autonomy.	MD1c.5.4 Explain the importance of discussing relationships with parents and other trusted adults.
	MD1c.3.2 Recognize the importance of body language, social context clues, empathy, and honoring another's wishes as they relate to consent.	MD1c.4.3 Identify that each person has the right to give or withhold consent to have information and pictures of themselves posted online or shared.	MD1c.5.5 Analyze the relationship between consent and personal boundaries.

Topic	Grade 3	Grade 4	Grade 5
Puberty and Adolescent Sexual and Reproductive Development	--	MD1c.4.4 Describe menstruation and the physical, social, and <u>emotional changes</u> that occur during puberty.	MD1c.5.6 Summarize that the onset and progression of puberty varies considerably.
	--	MD1c.4.5 Explain how the onset and progression of puberty varies considerably.	MD1c.5.7 Describe human reproductive systems, including medically accurate names for internal and external genitalia and their functions.
	--	MD1c.4.6 Identify human reproductive systems, including medically accurate names for internal and external genitalia and their functions.	MD1c.5.8 Describe how puberty prepares human bodies for the potential to reproduce.
	--	--	MD1c.5.9 Explain the relationship between sexual intercourse and human reproduction.

INDICATORS FOR GRADES 6 THROUGH 8

Topic	Grade 6	Grade 7	Grade 8
Dignity and Respect	MD1c.6.1 Define sex assigned at birth, <u>gender identity</u> , and <u>gender expression</u> , and how these are components of a person's overall identity.	MD1c.7.1 Compare sex assigned at birth and gender identity, and explain how they may or may not differ.	MD1c.8.1 Explain sex assigned at birth and gender identity, and explain how they may or may not differ.
	MD1c.6.2 Define <u>sexual orientation</u> and how this is a component of a person's overall identity.	MD1c.7.2 Explain that gender identity and gender expression are personal and may differ from societal or cultural norms.	MD1c.8.2 Explain how culture, media, and life experiences impact perceptions of gender roles, gender identity, and gender expression.
	MD1c.6.3 Describe respectful behaviors towards others with differing sexual orientations, gender identities, and gender expressions.	MD1c.7.3 Identify <u>upstanders</u> and inclusive behaviors that promote respect for individual differences in appearance, identity, and development.	--
Boundaries and Consent	MD1c.6.4 Identify the <u>elements</u> and importance of consent.	MD1c.7.4 Identify the elements and importance of consent.	MD1c.8.3 Identify the elements and importance of consent.
Anatomy and Physiology	MD1c.6.5 Identify the functions of internal and external reproductive anatomy and the changes that occur during puberty, using medically accurate terminology.	MD1c.7.5 Describe the functions of the human reproductive systems and changes that occur during puberty using medically accurate terms.	MD1c.8.4 Describe the interrelated roles of menstruation, ejaculation, fertilization, and implantation.

Topic	Grade 6	Grade 7	Grade 8
Anatomy and Physiology	MD1c.6.6 Describe reproduction and conception and their relationships to the menstrual cycle and vaginal sex.	MD1c.7.6 Explain the processes of menstruation, ejaculation, fertilization, and implantation in human reproduction.	--
Sexual and Reproductive Health	--	MD1c.7.7 Identify possible health outcomes associated with <u>sexual activity</u> (vaginal, oral, and anal sex).	MD1c.8.5 Identify medically accurate sources of information about sexual health.
	--	MD1c.7.8 Identify ways to prevent pregnancy, including abstinence and the effectiveness of different contraceptive methods, including condoms.	MD1c.8.6 Assess the availability of various contraceptive methods, including barrier methods, to reduce pregnancy and STIs.
	--	MD1c.7.9 Describe ways sexually active people can prevent and reduce the likelihood of human immunodeficiency virus (HIV) and other <u>sexually transmitted infections (STIs)</u> transmission, including condoms and preventative medications.	MD1c.8.7 Demonstrate knowledge of steps to correctly use external and internal condoms and other <u>barrier methods</u> .
	--	MD1c.7.10 Explain how the correct and consistent use of condoms can reduce the likelihood of HIV and other STI transmission.	MD1c.8.8 Describe the factors that contribute to engaging in sexual behaviors, including substance use.

Topic	Grade 6	Grade 7	Grade 8
Sexual and Reproductive Health	--	MD1c.7.11 Analyze the pros and cons of different methods of contraceptives in combination and in different situations.	MD1c.8.9 Describe how systems of inequality affect individual and community sexual health.
	--	MD1c.7.12 Describe the relationship between substance use and sexual behaviors.	MD1c.8.10 Identify the importance of preventive care to maintain sexual and reproductive health.
	--	MD1c.7.13 Describe how racism and intersecting forms of discrimination can affect sexual health outcomes and access to care.	MD1c.8.11 Explain laws and policies that support minors' access to sexual healthcare services, including testing, prevention, and treatment.
	--	MD1c.7.14 Summarize the importance of communicating with romantic and sexual partners to maintain sexual and reproductive health.	--

INDICATORS FOR HIGH SCHOOL HEALTH I AND HEALTH II

Topic	High School I	High School II
Dignity and Respect	MD1c.HS1.1 Differentiate between sex assigned at birth, <u>gender identity</u> , and <u>gender expression</u> .	MD1c.HS2.1 Summarize how historic and ongoing policies and practices have shaped sexual health outcomes and agency for gender diverse communities and other underserved groups.
	MD1c.HS1.2 Acknowledge that gender identity and gender expression exist on a continuum, may change over time, and how they relate to a person's sense of self and relationships.	MD1c.HS2.2 Evaluate how programs and policies can impact experiences for people of all sexual orientations, gender identities, and gender expressions.
	MD1c.HS1.3 Explain a range of identities related to <u>sexual orientation</u> and how these identities relate to a person's sense of self and relationships.	--
	MD1c.HS1.4 Identify how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions.	--
Boundaries and Consent	MD1c.HS1.5 Describe how to communicate and interpret <u>consent</u> .	MD1c.HS2.3 Demonstrate effective ways to communicate consent, personal boundaries, and preferences as they relate to sexual behavior and the sharing of sexual content via digital messaging.

Topic	High School I	High School II
Anatomy and Physiology	MD1c.HS1.6 Explain how the reproductive system involved in pregnancy supports conception, gestation, and childbirth, including symptoms and risks.	MD1c.HS2.4 Describe the major milestones of each trimester of fetal development and factors that affect pregnancy outcomes.
Sexual and Reproductive Health	MD1c.HS1.7 Evaluate the health outcomes of abstinence and sexual behaviors , including solo, vaginal, oral, and anal sex, on unintended pregnancy and sexually transmitted infections (STIs) .	MD1c.HS2.5 Analyze how various strategies, such as condom use, mutual monogamy, and limiting partners, impact the likelihood of unintended pregnancy and STIs.
	MD1c.HS1.8 Describe common symptoms, or lack thereof, and treatments for STIs, including human immunodeficiency virus (HIV).	MD1c.HS2.6 Demonstrate the steps for effective use of barrier prevention methods.
	MD1c.HS1.9 Explain steps and practices for effective use of barrier prevention methods .	MD1c.HS2.7 Identify the efficacy of biomedical approaches to prevent STIs, including HIV.
	MD1c.HS1.10 Identify the functions, effectiveness, accessibility, ease of use, side effects, and benefits of available contraceptives, including barrier methods.	MD1c.HS2.8 Describe how values, family, culture, and media can influence decisions about relationships and sexuality.
	MD1c.HS1.11 Examine how self-efficacy and perceived susceptibility affect sexually transmitted infections and pregnancy prevention and treatment.	MD1c.HS2.9 Explain effective strategies to find and use resources related to the prevention, testing, and treatment of sexual health concerns, including contraception, STI screenings, and reproductive healthcare.

Topic	High School I	High School II
Sexual and Reproductive Health	MD1c.HS1.12 Evaluate how access, laws and policies , stigma, and discrimination influence pregnancy, pregnancy options, STIs, and HIV prevention.	MD1c.HS2.10 Evaluate community services and resources related to sexual and reproductive health.
	MD1c.HS1.13 Summarize community services and resources related to sexual and reproductive health.	MD1c.HS2.11 Summarize why a person who is sexually active would need regular sexual health screenings.
	MD1c.HS1.14 Summarize the benefits of talking with parents, healthcare providers, and other trusted adults about issues related to relationships, growth and development, sexual decision-making, sexual health, and pregnancy options.	MD1c.HS2.12 Demonstrate the ability to advocate for personal health by listing potential questions to ask a health care provider regarding relationships, growth and development, sexual decision-making, sexual health, and pregnancy options.
	MD1c.HS1.15 Summarize the importance of communicating with healthcare providers to maintain health.	

Standard 1d: Safety and Violence Prevention

RATIONALE

This component develops students' capacity to recognize, prevent, and respond to unsafe situations, including bullying, harassment, violence, and abuse. Students learn to apply functional knowledge related to physical safety, technology safety, safety around others, discrimination and violence prevention, and upstander intervention. Aligned with Maryland Education Articles §§7-411.1, 7-439, 7-445, and 7-501—7-506, this area supports the creation of safe and supportive school environments. By combining the functional knowledge of safety and violence prevention with health-related skills, students are empowered to foster a culture of nonviolence and mutual respect in their communities.

INDICATORS FOR PRE-KINDERGARTEN THROUGH GRADE 2

Topic	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
<u>Physical Safety</u>	MD1d.P.1 Identify people in a school who can help when someone is injured or suddenly ill.	MD1d.K.1 Identify people at school and home who can help when someone is injured or suddenly ill.	MD1d.1.1 Identify situations that are emergencies and if adult help is needed.	MD1d.2.1 Demonstrate how to respond to emergencies and when to call 911.
	MD1d.P.2 Identify safety rules in the home.	MD1d.K.2 Identify safety rules at home and school.	MD1d.1.2 Identify safety rules in the community.	MD1d.2.2 Identify various safety rules in the home, school, and community.
	MD1d.P.3 Identify household cleaning products.	MD1d.K.3 Identify the appropriate use of household cleaning products.	MD1d.1.3 Describe the appropriate use of household cleaning products to prevent the harmful effects of inhaling, absorbing, or ingesting them.	MD1d.2.3 Distinguish between medicine, food, and household items.

Topic	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Technology Safety	--	--	MD1d.1.4 Identify that personal information should not be shared online.	MD1d.2.4 Identify appropriate boundaries when using technology and the internet.
Trusted Adults	MD1d.P.4 Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or harmful situations in the home, school, or community.	MD1d.K.4 Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or harmful situations in the home, school, or community.	MD1d.1.5 Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or harmful situations in the home, school, or community.	MD1d.2.5 Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or harmful situations in the home, school, or community.
	MD1d.P.5 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.	MD1d.K.5 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.	MD1d.1.6 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.	MD1d.2.6 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.
Safety around People	MD1d.P.6 Describe appropriate ways to communicate and/or show affection.	MD1d.K.6 Identify appropriate physical and/or verbal displays of affection between people and in a variety of situations.	MD1d.1.7 Demonstrate actions that help one to stay physically and/or emotionally safe around people.	MD1d.2.7 Demonstrate ways to tell a trusted adult when you feel emotionally and/or physically unsafe or uncomfortable.

Topic	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Safety around People	MD1d.P.7 Demonstrate how to respond if someone makes you uncomfortable, unsafe, or disrespected.	MD1d.K.7 Demonstrate how to respond if someone makes you uncomfortable, unsafe, or disrespected.	MD1d.1.8 Recognize that a person who makes a child feel unsafe or uncomfortable may be someone they know or someone in a position of authority.	MD1d.2.8 Demonstrate how to respond if someone makes you uncomfortable, unsafe, or disrespected.
	--	MD1d.K.8 Identify how to respond when asked to keep an uncomfortable secret.	MD1d.1.9 Demonstrate how to respond if someone is making you feel uncomfortable, unsafe, or disrespected.	MD1d.2.9 Demonstrate what to do when asked to keep an uncomfortable secret.
	--	--	MD1d.1.10 Explain the importance of telling a trusted adult when someone touches you in an uncomfortable or confusing way.	--
Boundaries and Consent	MD1d.P.8 Recognize the medically accurate names for parts of the body that are private.	MD1d.K.9 Recognize the medically accurate names for parts of the body that are private.	MD1d.1.11 Identify the medically accurate names for parts of the body that are private.	MD1d.2.10 Identify the medically accurate names for parts of the body that are private.

Topic	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Boundaries and Consent	MD1d.P.9 Identify personal boundaries.	MD1d.K.10 Identify appropriate privacy practices and setting and respecting boundaries at school.	MD1d.1.12 Analyze appropriate privacy practices and setting and respecting boundaries in healthcare settings.	MD1d.2.11 Demonstrate appropriate privacy practices and setting and respecting boundaries in the community.
	MD1d.P.10 Identify everyone has the right to tell others not to touch their body when they do not want to be touched.	--	MD1d.1.13 Explain that everyone has the right to tell others not to touch their body when they do not want to be touched and to have those boundaries respected by others.	MD1d.2.12 Demonstrate appropriate actions when someone says or does something that does not respect your personal boundaries.
Teasing, Bullying, and Harassment	MD1d.P.11 Describe how people are unique.	MD1d.K.11 Identify the benefits of people's uniqueness.	MD1d.1.14 Identify why it is hurtful to tease or bully others.	MD1d.2.13 Explain why it is hurtful to tease or bully others and what to do if someone is bullied.
	MD1d.P.12 Describe kind behaviors.	MD1d.K.12 Identify ways to treat all people with kindness and respect.	MD1d.1.15 Demonstrate ways to express kindness and respect.	--

Topic	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Upstanders and Compassion for Survivors of Abuse	MD1d.P.13 Recognize when someone looks hurt or upset and respond with kind words or actions.	MD1d.K.13 Describe ways to be kind to someone who is hurt, scared, or uncomfortable.	MD1d.1.16 Demonstrate ways to support a peer who feels unsafe, including listening, offering help, and involving a trusted adult.	MD1d.2.14 Explain how showing <u>empathy</u> and support helps someone feel safe and cared for when they are upset or afraid.
	MD1d.P.14 Recognize that it is never a person's fault if someone causes them to feel unsafe.	MD1d.K.14 Recognize that it is never a person's fault if someone causes them to feel unsafe.	MD1d.1.17 Explain that it is never a person's fault if someone causes them to feel unsafe.	MD1d.2.15 Explain that it is never a person's fault if someone causes them to feel unsafe.

INDICATORS FOR GRADES 3 THROUGH 5

Topic	Grade 3	Grade 4	Grade 5
Physical Safety	MD1d.3.1 Identify examples of behaviors that might lead to injuries.	MD1d.4.1 Explain ways to prevent injuries at home and in the community.	MD1d.5.1 Summarize safety rules for the home, vehicles, and community.
	MD1d.3.2 Explain what to do if someone is injured or suddenly ill.	MD1d.4.2 Describe safety procedures to follow if in the presence of a firearm.	MD1d.5.2 Demonstrate strategies for helping someone who is injured or suddenly ill.
	MD1d.3.3 Explain how household products can be harmful to self and others if absorbed, inhaled, or ingested.	--	MD1d.5.3 Identify ways to protect vision and hearing from injury.

Topic	Grade 3	Grade 4	Grade 5
Technology Safety	MD1d.3.4 Analyze the importance of establishing and maintaining appropriate boundaries when using <u>technology</u> and the internet.	MD1d.4.3 Identify how to seek help if something happens online that is unsafe, uncomfortable, or confusing.	MD1d.5.4 Demonstrate ways to engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
Trusted Adults	MD1d.3.5 Demonstrate verbal and nonverbal ways to ask <u>trusted adults</u> for help, including how to report unsafe, scary, or harmful situations in the home, school, or community.	MD1d.4.4 Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or harmful situations in the home, school, or community.	MD1d.5.5 Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or harmful situations in the home, school, or community.
	MD1d.3.6 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.	MD1d.4.5 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.	MD1d.5.6 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.
Safety around People	MD1d.3.7 Define the behaviors that constitute sexual mistreatment, coercion, harassment, abuse, assault, and exploitation.	MD1d.4.6 Identify the behaviors that constitute sexual mistreatment, coercion, harassment, abuse, assault, and exploitation.	MD1d.5.7 Demonstrate how to respond if someone is making you feel uncomfortable, unsafe, or disrespected.

Topic	Grade 3	Grade 4	Grade 5
Safety around People	MD1d.3.8 Demonstrate how to respond if someone is making you feel uncomfortable, unsafe, or disrespected.	MD1d.4.7 Demonstrate how to respond if someone is making you feel uncomfortable, unsafe, or disrespected.	MD1d.5.8 Identify strategies to respond to behaviors that constitute sexual mistreatment, coercion, harassment, abuse, rape, assault, and exploitation.
	MD1d.3.9 Explain that a person who makes a child feel unsafe may be someone they know or someone in a position of authority.	--	--
Relationships, Boundaries, and Consent	MD1d.3.10 Define consent as people of all ages and abilities having the right to tell others not to touch their body when they do not want to be touched.	MD1d.4.8 Explain the relationship between consent, personal boundaries, and bodily autonomy.	MD1d.5.9 Explain the importance of discussing relationships with parents and other trusted adults.
	MD1d.3.11 Recognize the importance of body language, social context clues, empathy, and honoring another's wishes as they relate to consent.	MD1d.4.9 Identify that each person has the right to give or withhold consent to have information and pictures of themselves posted online or shared.	MD1d.5.10 Analyze the relationship between consent and personal boundaries.
Teasing, Bullying, Harassment, Discrimination, and Violence	MD1d.3.12 Describe the difference between bullying, teasing, and conflict.	MD1d.4.10 Identify when to report aggression, bullying, or violence.	MD1d.5.11 Explain why it is wrong to tease or bully others based on <u>personal characteristics</u> .

Topic	Grade 3	Grade 4	Grade 5
Teasing, Bullying, Harassment, Discrimination, and Violence	MD1d.3.13 Describe what to do if you or someone else is being bullied, whether in-person, digitally, or online.	MD1d.4.11 Demonstrate what to do if you or someone else is being bullied.	MD1d.5.12 Explain why teasing, bullying, excluding, or discriminating against others is harmful.
	MD1d.3.14 Explain strategies to avoid physical fighting and violence.	--	--
<u>Upstanders</u> and Compassion for Survivors of Abuse	MD1d.3.15 Demonstrate how to access help from a trusted adult or helper to help a friend who is feeling unsafe, uncomfortable, or disrespected.	MD1d.4.12 Demonstrate what to say and do when witnessing something that feels potentially harmful, uncomfortable, unsafe, or disrespectful.	MD1d.5.13 Explain that sexual mistreatment, coercion, harassment, abuse, assault, and exploitation are never the fault of the victim.
	MD1d.3.16 Explain that it is never a person's fault if someone causes them to feel unsafe.	MD1d.4.13 Explain that it is never a person's fault if someone causes them to feel unsafe.	--

INDICATORS FOR GRADES 6 THROUGH 8

Topic	Grade 6	Grade 7	Grade 8
<u>Physical Safety</u>	MD1d.6.1 Identify ways to reduce the likelihood of injury for self and others.	MD1d.7.1 Describe <u>first response procedures</u> needed to treat injuries and other emergencies.	--
	MD1d.6.2 Describe ways to reduce the likelihood of injuries from weapons.	--	--

Topic	Grade 6	Grade 7	Grade 8
Technology Safety	MD1d.6.3 Describe the ways that <u>technology</u> and social media can impact physical and emotional safety.	MD1d.7.2 Describe strategies for using technology and social media safely.	MD1d.8.1 Differentiate between health-promoting and unsafe use of technology, including social media and messaging, as it relates to harassment and intimidating behaviors.
<u>Trusted Adults</u>	MD1d.6.4 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.	MD1d.7.3 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.	MD1d.8.2 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.
	MD1d.6.5 Identify the process of reporting incidents of bullying, harassment, stalking, and other intimidating behaviors, including in online spaces.	--	--
Safety around People	MD1d.6.6 List the qualities of a <u>trusted adult</u> whom a student can rely upon for support.	MD1d.7.4 Identify power differences in relationships between potential abusers and survivors of abuse.	MD1d.8.3 Identify situations, including domestic violence, where physical, emotional, verbal, or sexual abuse occurs in a person's family.

Topic	Grade 6	Grade 7	Grade 8
Safety around People	MD1d.6.7 Identify verbal and/or non-verbal actions that constitute <u>sexual mistreatment</u> , coercion, harassment, abuse, assault, and exploitation.	MD1d.7.5 Identify a source of support that a student can go to if they or someone they know is being sexually mistreated, coerced, harassed, abused, assaulted, or exploited.	MD1d.8.4 Describe situations and behaviors that constitute sexual mistreatment, coercion, harassment, abuse, assault, exploitation, and boundary violations.
	MD1d.6.8 Respond to situations that threaten the personal safety of self and others.	MD1d.7.6 Respond to situations that threaten the personal safety of self and others.	MD1d.8.5 Respond to situations that threaten the personal safety of self and others.
Relationships, Boundaries, and Consent	MD1d.6.9 Describe characteristics of healthy relationships.	MD1d.7.7 Explain the characteristics of healthy relationships.	MD1d.8.6 Identify signs of unhealthy relationships.
	MD1d.6.10 Identify the <u>elements of consent</u> .	MD1d.7.8 Identify that people have different expectations for relationships.	MD1d.8.7 Evaluate how peers, family, media, culture, and intersecting identities shape personal <u>values</u> and expectations about relationships.
	MD1d.6.11 Identify that individuals have the right to refuse sexual and nonsexual contact.	MD1d.7.9 Identify the elements of consent.	MD1d.8.8 Identify the elements of consent.

Topic	Grade 6	Grade 7	Grade 8
Relationships, Boundaries, and Consent	MD1d.6.12 Describe the impact sexually explicit media can have on one's body image, expectations about sex, relationships, and self-esteem.	MD1d.7.10 Identify that individuals have the right to refuse sexual and nonsexual contact.	MD1d.8.9 Explain effective ways to reject or prevent unwanted sexual advances.
	MD1d.6.13 Explain the potential consequences of sending or receiving sexually explicit images or messages.	MD1d.7.11 Analyze how sexually explicit media content may reinforce harmful stereotypes or unrealistic expectations about relationships and sex.	MD1d.8.10 Describe how power dynamics, influence, and coercion can affect someone's ability to give or receive consent.
	--	MD1d.7.12 Explain the potential impact of sending or receiving sexually explicit images or messages on the dimensions of wellness.	MD1d.8.11 Describe the state and federal laws that impact young people's sexual health and rights and engagement with sexually explicit media.
	--	MD1d.7.13 Explain the importance of mutual respect and setting and respecting personal boundaries.	MD1d.8.12 Analyze the negative potential consequences of sending sexually explicit pictures or messages or posting sexually explicit pictures on social media.
	--	--	MD1d.8.13 Analyze how alcohol and other substances can impair judgment and the ability to give or interpret consent.

Topic	Grade 6	Grade 7	Grade 8
Relationships, Boundaries, and Consent	--	--	MD1d.8.14 Identify that individuals have the right to refuse sexual and nonsexual contact.
Teasing, Bullying, Harassment, Discrimination, and Violence	MD1d.6.14 Explain the importance of dignity and inclusion.	MD1d.7.14 Identify how hate, <u>prejudice</u> , and discrimination can lead to violence.	MD1d.8.15 Analyze how intolerance and <u>bias-based behaviors</u> affect individuals and communities.
	--	MD1d.7.15 Describe how power and control differences in relationships can contribute to aggression and violence.	MD1d.8.16 Describe ways to foster <u>empathy</u> and inclusive school environments.
	--	MD1d.7.16 Analyze the influence of peer groups as they relate to discrimination and prejudice.	MD1d.8.17 Describe ways to manage interpersonal conflict nonviolently.
	--	MD1d.7.17 Identify a variety of non-violent ways to respond when angry or upset.	MD1d.8.18 Explain the connection between hate, prejudice, intolerance, bias, and discrimination against communities.
	--	MD1d.7.18 Analyze how situations, impulsive behaviors, pressure, and coercion can lead to violence and how to intervene.	--

Topic	Grade 6	Grade 7	Grade 8
Upstanders and Compassion for Survivors of Abuse	MD1d.6.15 Explain the role of upstanders in de-escalating, preventing, or stopping bullying, fighting, discrimination, sexual mistreatment, coercion, harassment, abuse, and exploitation.	MD1d.7.19 Demonstrate ways to be an upstander by responding or reporting if someone is being bullied, discriminated against, sexually mistreated, coerced, harassed, abused, assaulted, or exploited.	MD1d.8.19 Explain why a person who has been bullied, discriminated against, sexually mistreated, coerced, harassed, abused, assaulted, or exploited is not at fault.
	MD1d.6.16 Explain that it is never the fault of a person if they are made to feel unsafe.	MD1d.7.20 Explain why a person who has been bullied, discriminated against, sexually mistreated, coerced, harassed, abused, assaulted, or exploited is not at fault.	MD1d.8.20 Identify Maryland's Good Samaritan Law .
	--	MD1d.7.21 Identify the need to empower and support people who experience discrimination, teasing, bullying, harassment, or abuse.	--

INDICATORS FOR HIGH SCHOOL HEALTH I AND HEALTH II

Topic	High School I	High School II
Physical Safety	MD1d.HS1.1 Explain accepted <u>procedures</u> for basic <u>first aid</u> and emergency care.	MD1d.HS2.1 Examine the ways in which emergency response varies based on <u>sociocultural</u> and socio-political factors.
	MD1d.HS1.2 Demonstrate hands-only cardiopulmonary resuscitation and the use of automated external defibrillators.	MD1d.HS2.2 Examine the key components of <u>vehicle safety</u> with an emphasis on distracted driving, including the impacts on public health and safety, and evidence-based strategies for prevention and risk reduction.
	MD1d.HS1.3 Demonstrate lifesaving <u>bleeding control</u> techniques.	--
Technology Safety	MD1d.HS1.4 Describe examples of discrimination, implicit bias, intimidating behaviors, and harassment in media.	MD1d.HS2.3 Analyze the impact of media on discrimination, implicit bias, intimidating behaviors, and violence.
	MD1d.HS1.5 Identify how <u>technology</u> impacts harassment, stalking, bullying, exploitation, and other intimidating behaviors.	
Trusted Adults	MD1d.HS1.6 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.	MD1d.HS2.4 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.
Safety around People	MD1d.HS1.7 Respond to situations that threaten the personal safety of self and others.	MD1d.HS2.5 Respond to situations that threaten the personal safety of self and others.

Topic	High School I	High School II
Safety around People	MD1d.HS1.8 Summarize situations and behaviors that constitute <u>sexual mistreatment</u> , coercion, harassment, abuse, assault, exploitation, and trafficking.	MD1d.HS2.6 Analyze gaps between sexual violence law as written and law as experienced.
	MD1d.HS1.9 Evaluate multiple ways to report bullying, sexual harassment, discrimination, and other unsafe or violent behaviors.	MD1d.HS2.7 Analyze laws, policies, and consequences related to sexual mistreatment, coercion, harassment, abuse, assault, exploitation, child sexual abuse material (CSAM), and human sex trafficking that are designed to protect young people.
	--	MD1d.HS2.8 Demonstrate multiple ways to report sexual mistreatment, coercion, harassment, abuse, assault, exploitation, and human sex trafficking.
	--	MD1d.HS2.9 Identify local, state, national, and other resources for survivors of sexual violence.
Relationships, Boundaries, and Consent	MD1d.HS1.10 Explain examples of consent and lack of consent, sexual coercion, boundary violations, and situations when <u>consent</u> cannot be given.	MD1d.HS2.10 Analyze how power dynamics, social pressure, and impairment affect an individual's ability to give or withhold consent.
	MD1d.HS1.11 Describe how peer pressure, social influence, and situations involving substances can affect a person's ability to make safe and respectful choices about personal boundaries and consent.	MD1d.HS2.11 Evaluate the characteristics of relationships by comparing their emotional, psychological, and behavioral dynamics across diverse social and cultural contexts.

Topic	High School I	High School II
Relationships, Boundaries, and Consent	MD1d.HS1.12 Identify the impact of sexualized messages and exposure to sexually explicit materials related to sexual behavior, relationships, and gender-based violence.	MD1d.HS2.12 Analyze the impact of sexualized messages and exposure to sexually explicit materials related to sexual behavior, relationships, and gender-based violence.
	MD1d.HS1.13 Explain one's rights and responsibilities provided by federal and state laws related to the creation, sharing, and viewing of sexually explicit media.	MD1d.HS2.13 Explain the potential social, emotional, and legal consequences of engaging in sexual behavior without consent.
	MD1d.HS1.14 Assess the influence of power and control imbalances in relationships.	--
	MD1d.HS1.15 Assess outcomes and strategies for managing power and control imbalances in relationships.	--
Teasing, Bullying, Harassment, Discrimination, and Violence	MD1d.HS1.16 Analyze how physical, social, cultural, and emotional environments may contribute to discrimination and prejudice.	MD1d.HS2.14 Analyze the consequences of hate, discrimination, and prejudice on communities.
	MD1d.HS1.17 Analyze how access to weapons relates to violence.	MD1d.HS2.15 Analyze how the social determinants of health contribute to violence.
	--	MD1d.HS2.16 Analyze how various environmental factors may contribute to violence.

Topic	High School I	High School II
<u>Upstanders and Compassion for Survivors of Abuse</u>	MD1d.HS1.18 Explain that individuals who experience abuse and assault are not at fault for the actions of the person harming them.	MD1d.HS2.17 Explain that individuals who experience abuse and assault are not at fault for the actions of the person harming them.
	MD1d.HS1.19 Analyze how group norms and social factors impact upstander intervention.	MD1d.HS2.18 Examine societal attitudes related to perpetrator responsibility .
	MD1d.HS1.20 Identify the purpose and importance of Maryland's Good Samaritan Law .	MD1d.HS2.19 Explain the impact of Maryland's Good Samaritan Law on contacting emergency services.

Standard 1e: Nutrition

RATIONALE

Understanding the role of nutrition in overall health equips students with the use nutrition to support physical growth, cognitive development, and disease prevention. Instruction in this area promotes health literacy around nutrient density, eating patterns, food claims and marketing, and food access, and the social and environmental factors influencing nutrition. Maryland Education Article §7-501 emphasizes student wellness, including nutrition standards in schools. Functional knowledge of nutrition prepares students to evaluate food value, access nutrition-related resources, and advocate for equitable access to nutrient-dense foods in their homes, schools, and communities.

INDICATORS FOR PREKINDERGARTEN THROUGH GRADE 2

Topic	Prekindergarten	Kindergarten	Grade 1	Grade 2
Foods, Beverages, and Water	MD1e.P.1 Identify that water is important for the body.	MD1e.K.1 Identify situations when it is important to drink water.	MD1e.1.1 Describe why drinking water helps the body.	MD1e.2.1 Compare different types of beverages and explain how water helps the body in ways other drinks may not.
	MD1e.P.2 Identify foods and beverages that help people learn and grow.	MD1e.K.2 Identify how foods and beverages are categorized into groups.	MD1e.1.2 Identify that foods and beverages provide nutrients.	MD1e.2.2 Explain the importance of including nutritious foods and beverages from different food groups.
Eating Patterns	MD1e.P.3 Recognize how the body feels when hungry or full.	MD1e.K.3 Describe the body's messages of hunger and fullness.	MD1e.1.3 Summarize the signals that a person feels when they are hungry and full.	MD1e.2.3 Describe how different food groups work together to help us feel hungry or full.

Topic	Prekindergarten	Kindergarten	Grade 1	Grade 2
Eating Patterns	MD1e.P.4 Describe how eating breakfast helps a person think, work, and play.	MD1e.K.4 Recognize that eating in regular increments helps support a person's body.	MD1e.1.4 Identify eating patterns that provide energy and help the body grow, develop, and perform different jobs.	MD1e.2.4 Describe eating patterns that provide energy and help the body grow and develop.

INDICATORS FOR GRADES 3 THROUGH 5

Topic	Grade 3	Grade 4	Grade 5
Foods, Beverages, and Water	MD1e.3.1 Identify nutrients that should be consumed daily.	MD1e.4.1 Explain the importance of eating a variety of nutrient-dense foods and the role they play in the body.	MD1e.5.1 Analyze a school lunch for its nutrient value.
	MD1e.3.2 Identify the food groups and a variety of nutrient-dense food choices from each group.	MD1e.4.2 Summarize the benefits of eating a wide variety of foods.	MD1e.5.2 Analyze why including a variety of foods is important for maintaining overall health and energy.
	MD1e.3.3 State the benefits of drinking water.	MD1e.4.3 Compare the benefits of drinking water versus other beverages.	--
	MD1e.3.4 Understand that different foods help our bodies in different ways.	--	--

INDICATORS FOR GRADES 6 THROUGH 8

Topic	Grade 6	Grade 7	Grade 8
Foods, Beverages, and Water	MD1e.6.1 Identify major nutrients found in common foods and explain how they help the body.	MD1e.7.1 Explain the role of nutrient-dense foods in supporting body functions, disease prevention and management, and health and well-being.	MD1e.8.1 Describe how different nutrients help the body grow, maintain health, and prevent and manage disease and illness.
	MD1e.6.2 Differentiate between how whole foods and ultra-processed foods affect the body.	--	MD1e.8.2 Analyze why certain substances in food are recommended to be limited.
Food Choices	--	MD1e.7.2 Explain the relationship between access to food and personal food choices.	MD1e.8.3 Identify food preparation and production methods and their impact on nutrients in foods.
Nutrition Labels	MD1e.6.3 Identify the purpose of a nutrition facts label.	MD1e.7.3 Analyze a nutrition facts label to identify nutrients that meet or exceed recommended amounts.	MD1e.8.4 Recognize that health claims don't always align with actual nutritional value and ingredients.
	MD1e.6.4 Identify the components of a nutrition facts label.	MD1e.7.4 Recognize different sources of information related to the nutritional value of food.	--

INDICATORS FOR HIGH SCHOOL HEALTH I AND HEALTH II

Topic	High School I	High School II
Food Choices	MD1e.HS1.1 Evaluate how eating nutrient-dense foods can enhance health and energy levels.	MD1e.HS2.1 Describe the relationship between personal eating behaviors, nutrient intake, and overall personal health.
	MD1e.HS1.2 Summarize how to make balanced food selections in different environments.	MD1e.HS2.2 Describe the impact of food production, preparation methods, preservation, and distribution on food nutrient value and personal health.
	MD1e.HS1.3 Analyze various eating patterns and their impact on personal health.	MD1e.HS2.3 Explain community strategies to incorporate eating a variety of nutrient-dense foods.
Food and Beverage Claims and Marketing	MD1e.HS1.4 Differentiate between unregulated health claims related to food and fact-based nutrient information.	MD1e.HS2.4 Explain food marketing approaches and claims and their relationship to people's eating behaviors.
Environmental Health	--	MD1e.HS2.5 Evaluate the relationship between environmental factors and individual and community nutrition.
Food Access	MD1e.HS1.5 Explain how food disparities impact food choices and health outcomes.	MD1e.HS2.6 Determine community-level support or action for improving food access.
	--	MD1e.HS2.7 Analyze how the social determinants of health impact food disparities.

Standard 1f: Disease Prevention and Control

RATIONALE

Knowledge of disease prevention and control enables students to adopt behaviors that minimize the risk of [chronic](#) and [infectious](#) diseases. Topics such as oral health, sun safety, chronic and infectious diseases, and public health strategies are foundational to lifelong health and community disease prevention and [well-being](#). This component is supported by Maryland Education Articles §§7-413 and 7-501–7-506, which address school health services, health education, and student wellness policies. By understanding the functional knowledge around disease prevention, students become informed participants in public health efforts and responsible stewards of personal and collective health.

INDICATORS FOR PRE-KINDERGARTEN THROUGH GRADE 2

Topic	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Allergies	--	MD1f.K.1 Identify potential foods that are common causes of allergic reactions.	MD1f.1.1 Identify potential non-foods that are common causes of allergic reactions.	MD1f.2.1 Describe potential causes and symptoms of allergic reactions.
Food and Illness	--	MD1f.K.2 Identify that food can contain germs that can cause illness.	MD1f.1.2 Identify food safety practices at home.	MD1f.2.2 Identify food safety practices at school and in the community.
Oral Health	MD1f.P.1 Recognize that toothbrushing and flossing are something people do to take care of their bodies.	MD1f.K.3 Identify the proper steps for daily brushing and flossing teeth.	MD1f.1.3 Describe why brushing teeth helps keep the mouth clean and prevents cavities and other oral health problems.	--
Sun	MD1f.P.2 Recognize ways to stay safe in the sun.	MD1f.K.4 Identify times when people should protect themselves from the sun.	MD1f.1.4 Describe how sun safety actions help protect the body.	--

Topic	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Sleep and Rest	--	--	MD1f.1.5 Describe how sleep and rest support health.	--
Chronic and Infectious Disease	MD1f.P.3 Identify the steps for proper handwashing.	MD1f.K.5 Demonstrate the steps for proper handwashing.	MD1f.1.6 Describe the importance of handwashing and covering a cough or sneeze to prevent the spread of germs.	--

INDICATORS FOR GRADES 3 THROUGH 5

Topic	Grade 3	Grade 4	Grade 5
Food and Illness	--	MD1f.4.1 Describe how to keep food safe from harmful germs, including how to avoid cross-contamination.	--
Sun	MD1f.3.1 Describe ways to protect one's body from the sun.	--	--
Sleep and Rest	--	MD1f.4.2 Explain why sleep, bedtime habits, screen habits, and rest are important for proper growth and good health.	--

Topic	Grade 3	Grade 4	Grade 5
Chronic and Infectious Disease	MD1f.3.2 Describe ways to prevent the spread of germs that cause infectious diseases.	MD1f.4.3 Identify symptoms that are associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and others.	MD1f.5.1 Describe the difference between infectious and chronic diseases.
	--	MD1f.4.4 Describe the benefits of health care in disease prevention.	MD1f.5.2 Describe ways that common infectious diseases are transmitted.
	--	--	MD1f.5.3 Describe the importance of seeking help and treatment for common chronic and infectious diseases.
	--	--	MD1f.5.4 Explain how universal precautions are effective ways to prevent many infectious diseases.

INDICATORS FOR GRADES 6 THROUGH 8

Topic	Grade 6	Grade 7	Grade 8
Sun	MD1f.6.1 Explain why it is important to protect oneself from exposure to the sun.	--	--
Sleep and Rest	--	MD1f.7.1 Summarize the benefits of getting adequate sleep and rest.	--
Chronic and Infectious Disease	MD1f.6.2 Summarize practices and behaviors that reduce, manage, or prevent health conditions.	MD1f.7.2 Explain the individual, interpersonal, community, and <u>environmental factors</u> that impact chronic and infectious diseases.	MD1f.8.1 Demonstrate how to seek help and treatment for common chronic and infectious diseases.
	--	MD1f.7.3 Identify how the most common <u>sexually transmitted infections (STIs)</u> are transmitted.	MD1f.8.2 Explain the relationship between intravenous drug use and transmission of infections such as HIV and hepatitis.
	--	MD1f.7.4 Describe ways to decrease the spread of STIs, including human immunodeficiency virus (HIV).	MD1f.8.3 Explain the transmission methods of common STIs.

Topic	Grade 6	Grade 7	Grade 8
Chronic and Infectious Disease	--	MD1f.7.5 Describe the signs, symptoms, consequences, and treatment of common sexually transmitted infections (STIs), including human immunodeficiency virus (HIV).	MD1f.8.4 Summarize ways to decrease the spread of STIs, including HIV.
	--	MD1f.7.6 Explain how healthcare promotes personal health.	MD1f.8.5 Describe the signs, symptoms, consequences, and treatment of STIs, including HIV.
	--	--	MD1f.8.6 Explain Maryland's laws related to minors' abilities to consent to healthcare services.

INDICATORS FOR HIGH SCHOOL HEALTH I AND HEALTH II

Topic	High School I	High School II
Sleep and Rest	MD1f.HS1.1 Explain the benefits of sleep and rest on the dimensions of wellness.	--
Current Trends that Affect Health	MD1f.HS1.2 Summarize the potential health and social consequences of current trends that contribute to disease.	MD1f.HS2.1 Analyze choices related to organ donation.
Chronic and Infectious Disease	MD1f.HS1.3 Explain the factors that can contribute to diabetes and major chronic diseases.	MD1f.HS2.2 Explain how the social determinants of health contribute to major chronic diseases.

Topic	High School I	High School II
Chronic and Infectious Disease	MD1f.HS1.4 Explain individual strategies for reducing infectious and chronic diseases that affect the health of adolescents.	MD1f.HS2.3 Explain why it is important to know the STIs and HIV status of oneself and of a potential sexual partner.
	MD1f.HS1.5 Explain the role of personal responsibility, agency , preventive health care, and health literacy on health/disease outcomes.	MD1f.HS2.4 Evaluate the role of access to preventative, testing, and treatment healthcare services in disease prevention.
Hygiene and Disease Prevention	MD1f.HS1.6 Explain the importance of sexually transmitted infections (STI) and human immunodeficiency virus (HIV) testing and counseling if one is sexually active.	MD1f.HS2.5 Examine how historical approaches to investigating and treating disease in different communities have influenced health equity.
	MD1f.HS1.7 Summarize common symptoms, or lack of symptoms, of STIs and HIV, as well as treatments for these infections.	MD1f.HS2.6 Analyze the disproportionate health impact of human-induced environmental change in communities.
	MD1f.HS1.8 Identify the efficacy of barrier methods to prevent STIs, including HIV.	MD1f.HS2.7 Identify the efficacy of biomedical approaches to prevent STIs, including HIV.
	MD1f.HS1.9 Identify the importance of preventative care, such as breast and testicular exams.	MD1f.HS2.8 Evaluate the impact of Maryland's laws related to minors' abilities to consent to healthcare services.

Standard 2: Analyze Influences

RATIONALE

Health and [well-being](#) are affected by many diverse influences within individual, interpersonal, community, societal, and environmental contexts. This standard focuses on identifying and evaluating internal and external factors influencing health practices and behaviors. Influences on health and well-being may include but are not limited to **family, peers, communities, media, culture, technology, schools, personal [values/beliefs](#), school-based policies, [social determinants of health](#), perceived and social norms, and the environment.**

This standard recognizes that the factors affecting health behaviors and outcomes, such as social determinants of health, are complex and impact people and communities differently. It also supports the individual's ability to identify and use skills to recognize the types of influences, analyze the role of influences across various wellness dimensions, and manage influences on health and well-being in digital and in-person settings. This skill contributes to a better understanding of the connections between individual health, community health, and health disparities, which can strengthen the use of other health skills, such as accessing information and advocacy.

STANDARD 2 INDICATORS

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
MD2.2.1 Identify various influences that affect health and well-being, including family, peers, community, and media.	MD2.5.1 Explain how various influences affect the health and well-being of self.	MD2.8.1 Analyze the connections between various internal and external influences on health and well-being.	MD2.12.1a Evaluate how various internal and external influences affect health and well-being. MD2.12.1b Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.
MD2.2.2 Determine the ways various influences affect personal health and well-being.	MD2.5.2 Explain how various influences affect the health and well-being of people and communities in positive and negative ways.	MD2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health disparities.	MD2.12.2 Evaluate how social determinants of health shape health behaviors, health outcomes, and health disparities.

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
MD2.2.3 Determine how various influences affect the health and well-being of others.	MD2.5.3 Apply strategies and resources to manage influences that impact health and well-being.	MD2.8.3 Analyze how various influences affect the health and well-being of people and communities in positive and negative ways.	MD2.12.3 Evaluate how social determinants of health shape health behaviors, health outcomes, and health disparities.
--	--	MD2.8.4 Apply strategies and resources to manage influences that impact health and well-being.	MD2.12.4 Evaluate the strength of and agency to manage influences on health and well-being.
--	--	MD2.8.5 Analyze how the social determinants of health influence the health and well-being of individuals and communities.	MD2.12.5 Use valid and reliable resources to manage influences that impact health and well-being.
--	--	--	MD2.12.6 Examine policies at school, community, state, and national levels that influence health and well-being.

Standard 3: Access Valid and Reliable Resources

RATIONALE

Access to valid and reliable health information, products, services, and other resources is essential to promoting health and [well-being](#), and preventing, detecting, managing, and treating health issues and conditions. Access to valid and reliable information, products, services, and other resources promotes health and well-being in individual, interpersonal, community, societal, and environmental contexts.

This standard focuses on **identifying**, **accessing**, and **evaluating** valid and reliable resources, including managing [misinformation](#) and disinformation, within digital and in-person settings. Media and technology play a significant and increasing role in the way individuals learn about and connect with themselves, others, and the world. This standard engages students in critical thinking around media messages and resources, including how they are accessed, evaluated, and used to support health and well-being.

STANDARD 3 INDICATORS

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
MD3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being.	MD3.5.1 Determine which trusted individuals are appropriate resources to support health and well-being in various situations.	MD3.8.1 Describe situations that may require support from people who demonstrate the qualities of trusted individuals.	MD3.12.1 Analyze the accessibility of individuals and other resources to promote health and well-being.
MD3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.	MD3.5.2 Locate home, school, and community resources to support health and well-being.	MD3.8.2 Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources.	MD3.12.2 Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources.
MD3.2.3 Locate school and community health helpers.	MD3.5.3 Determine the validity and reliability of health information, products, services, and other resources.	MD3.8.3 Access valid and reliable sources of health information and resources.	MD3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
--	MD3.5.4 Explain how <u>misinformation</u> and disinformation affect health and well-being.	MD3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.	MD3.12.4 Use valid and reliable sources of health information, products, services, data, and other resources.
--	--	MD3.8.5 Identify sources of misinformation and disinformation.	MD3.12.5a Analyze sources of misinformation and disinformation. MD3.12.5b Apply effective strategies to evaluate and manage misinformation and disinformation.

Standard 4: Interpersonal Communication

RATIONALE

Effective communication promotes health and [well-being](#) in individual, interpersonal, community, societal, and environmental contexts.

This standard focuses on expressive and receptive communication in digital and in-person settings. Combined with perspective-taking, communication skills help to recognize and strengthen interpersonal interactions, create and maintain relationships, express and interpret messages, and manage conflict. Developing communication skills helps individuals to see how they communicate and the ways in which their communication affects those around them.

STANDARD 4 INDICATORS

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
MD4.2.1 Express thoughts, feelings, wants, and needs to support the health and well-being of self and others.	MD4.5.1 Demonstrate effective communication skills to express thoughts, feelings, wants, and needs to support the health and well-being of self and others.	MD4.8.1 Practice effective communication skills across various modes of communication to support the health and well-being of self and others.	MD4.12.1 Apply communication skills across multiple modes of communication and media formats to support the health and well-being of self and others.
MD4.2.2 Use active listening skills in a variety of situations.	MD4.5.2 Demonstrate active listening skills and strategies in a variety of situations.	MD4.8.2 Practice active listening skills and strategies in a variety of interpersonal contexts.	MD4.12.2 Apply communication skills and strategies within a variety of interpersonal contexts.
MD4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed.	MD4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others.	MD4.8.3 Practice various communication strategies to seek and offer support and assistance.	MD4.12.3 Demonstrate how to ask for and offer assistance to support the health of self and others.
MD4.2.4 Recognize ways to communicate and respect the boundaries of self and others.	MD4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others.	MD4.8.4 Demonstrate ways to communicate boundaries and consent for a variety of situations.	MD4.12.4 Apply communication skills related to boundaries and expressing or removing consent in a variety of situations.

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
MD4.2.5 Demonstrate ways to show kindness and compassion.	MD4.5.5 Demonstrate refusal skills to use in a variety of situations.	MD4.8.5 Practice refusal skills and strategies in a variety of situations.	MD4.12.5 Apply refusal skills and strategies in a variety of situations.
--	MD4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict.	MD4.8.6 Apply skills and strategies to prevent, manage, or resolve conflict.	MD4.12.6 Apply skills and strategies to prevent, manage, or resolve conflict.
--	MD4.5.7 Demonstrate effective ways to communicate with kindness and compassion.	MD4.8.7 Explain how to collaborate with others in a variety of situations.	MD4.12.7 Demonstrate collaboration skills in a variety of situations.
--	--	MD4.8.8 Identify negotiation skills in a variety of situations.	MD4.12.8 Demonstrate the safe and appropriate use of negotiation skills to enhance health and avoid or reduce health risks.
--	--	MD4.8.9 Practice strategies to communicate with others with different perspectives and <u>values</u> .	MD4.12.9 Adapt strategies to communicate with others with different perspectives and values in various contexts.
--	--	MD4.8.10 Demonstrate ways to communicate <u>empathy</u> and compassion.	MD4.12.10 Communicate with empathy and compassion.

Standard 5: Decision-Making

RATIONALE

Effective decision-making is needed to identify, adopt, and maintain health-promoting behaviors.

This standard includes skills and steps integral to the process of effective decision-making to support health and [well-being](#). The decision-making process enables collaboration to improve the quality of life within individual, interpersonal, community, societal, and environmental contexts.

STANDARD 5 INDICATORS

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
MD5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being.	MD5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being.	MD5.8.1 Explain how the use of a decision-making process affects the health and well-being of self and others.	MD5.12.1 Analyze how health-related decisions may affect personal and public health from a variety of perspectives.
MD5.2.2 Recognize when help is needed for a health-related decision.	MD5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision.	MD5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.	MD5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process.
MD5.2.3 Describe options and potential outcomes for a health-related decision.	MD5.5.3 Compare and contrast options and potential outcomes for a health-related decision.	MD5.8.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve the health and well-being of self and others.	MD5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
MD5.2.4 Choose an option that supports health and well-being.	MD5.5.4 Choose a health-promoting option when making a decision.	MD5.8.4 Explain how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels.	MD5.12.4 Analyze a variety of options based on priorities, potential <u>outcomes and impacts</u> on the health and well-being at individual, interpersonal, community, societal, and environmental levels.
--	MD5.5.5 Describe the outcomes and reflect on the results of a health-related decision on self and others.	MD5.8.5 Identify supports and barriers that affect decision-making at individual, interpersonal, community, societal, and environmental levels.	MD5.12.5 Analyze the potential outcomes and impacts of a decision on the health and well-being at individual, interpersonal, community, societal, and <u>environmental</u> levels.
--	--	MD5.8.6 Evaluate the results of a health-related decision on self and others.	MD5.12.6 Develop a plan of action to implement a health-related decision.
--	--	--	MD5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.
--	--	--	MD5.12.8 Evaluate the effectiveness of health-related decisions on self and others.

Standard 6: Goal-Setting

RATIONALE

Goal setting is a process to support short- and long-term health and [well-being](#) goals. In addition to achieving a goal, goal setting includes using practices, habits, and routines in daily life.

This standard includes the processes needed to plan, reach, and reflect on health goals. Setting goals is a flexible process and considers personal and social factors affecting health and well-being. Goal setting supports aspirations and future planning for health and well-being within individual, interpersonal, community, societal, and environmental contexts.

STANDARD 6 INDICATORS

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
MD6.2.1 Determine a health behavior to change or reinforce.	MD6.5.1 Set a goal and explain how the goal supports health and well-being.	MD6.8.1 Evaluate personal health and well-being to identify focus areas for goal-setting.	MD6.12.1 Evaluate personal health practices and overall health status to support goal-setting.
MD6.2.2 Identify a goal that supports health and well-being.	MD6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being.	MD6.8.2 Analyze when individual, supported, or collaborative goal-setting is appropriate.	MD6.12.2 Assess influences on the goal-setting process.
MD6.2.3 Determine who can help when assistance is needed to achieve a health-related goal.	MD6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal.	MD6.8.3 Develop a goal and explain how it supports health and well-being.	MD6.12.3 Use an individual, supported, or collaborative goal-setting process as appropriate to support health and well-being.
MD6.2.4 Describe actions that support reaching a health-related goal.	MD6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal.	MD6.8.4 Develop a plan that addresses supports and barriers to attaining a health-related goal.	MD6.12.4 Formulate a goal plan that addresses supports and barriers to attaining a health-related goal.

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
MD6.2.5 Take action to achieve a health-related goal.	MD6.5.5 Identify processes for tracking and reflecting on goals that work towards attaining a health-related goal.	MD6.8.5 Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.	MD6.12.5 Formulate a goal plan that includes progress monitoring and goal adjustment as appropriate.
MD6.2.6 Reflect on the results of goal-setting.	--	MD6.8.6 Reflect on the goal-setting process and outcomes on health and well-being.	MD6.12.6 Evaluate the goal-setting process and outcomes on health and well-being.

Standard 7: Practices and Behaviors

RATIONALE

Developing health practices and behaviors can promote health and [well-being](#) over the lifespan and reduce risk to self and others. Practicing health behaviors is critical to incorporating health-promoting habits and routines into all [dimensions of wellness](#). Due to the increasing influence of technology, it is crucial to develop and apply practices and behaviors that support [media balance](#) and digital wellness.

This standard promotes individual and collective responsibility by encouraging the exploration and practice of skills and processes that support health and well-being in individual, interpersonal, community, societal, and environmental contexts.

STANDARD 7 INDICATORS

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
MD7.2.1 Identify practices and behaviors that support the health and well-being of self and others.	MD7.5.1 Examine practices and behaviors that support the health and well-being of self.	MD7.8.1 Examine supports and barriers to health-related practices and behaviors at the individual, interpersonal, and community levels.	MD7.12.1 Analyze the role of individual responsibility in enhancing health.
MD7.2.2 Demonstrate practices and behaviors that support the health and well-being of self and others.	MD7.5.2 Demonstrate personal practices and behaviors that support the health and well-being of self and how it impacts others.	MD7.8.2 Analyze practices and behaviors that support personal and community health and well-being at the individual, interpersonal, and community levels.	MD7.12.2 Analyze supports and barriers to engaging in health-related practices and behaviors.
--	MD7.5.3 Explain how personal practices and behaviors affect the health and well-being of self and others.	MD7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being.	MD7.12.3 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being.

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
--	--	MD7.8.4 Explain practices and behaviors that support personal and community health and well-being.	MD7.12.4 Adapt practices and behaviors to support individual and collective health and well-being.
--	--	--	MD7.12.5 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.

Standard 8: Advocacy

RATIONALE

Advocacy skills are critical for promoting health and well-being within individual, interpersonal, community, societal, and environmental contexts.

This standard helps learners develop and apply skills and strategies to increase agency and advocacy for themselves and others. Practicing advocacy helps students be informed, civic-minded members of their community who are inclusive of individual, cultural, historical, and other differences.

STANDARD 8 INDICATORS

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
MD8.2.1 Make requests to support personal health and well-being.	MD8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others.	MD8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities.	MD8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels.
MD8.2.2 Identify a variety of ways to support others in making health-promoting choices.	MD8.5.2 Explain how collaboration and communication support advocacy.	MD8.8.2 Determine when individual or collaborative advocacy is appropriate to promote health and well-being.	MD8.12.2 Advocate for health issues individually and collaboratively to promote health and well-being.
MD8.2.3 Encourage others to make health-promoting choices.	MD8.5.3 Identify advocacy skills and strategies to support health and well-being.	MD8.8.3 Adapt advocacy skills and strategies for a variety of audiences and contexts.	MD8.12.3 Customize advocacy skills and strategies for varying audiences and contexts.
--	MD8.5.4 Demonstrate how to advocate for health and well-being.	MD8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others.	MD8.12.4 Demonstrate self-advocacy skills and strategies to promote health and well-being.

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
--	--	MD8.8.5 Evaluate the effectiveness of advocacy efforts for promoting health and well-being.	MD8.12.5 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels.
--	--	--	MD8.12.6 Evaluate the process, outcomes, and impact of advocacy efforts at the individual, interpersonal, community, societal, and environmental levels.
--	--	--	MD8.12.7 Analyze the role of collaboration among different people in a community to prevent and solve community health issues.

Glossary

Advocacy – This standard helps learners develop and apply skills and strategies to increase agency and the ability to advocate for self and others. It helps students be informed, civic-minded members of their community who are inclusive of individual, cultural, historical, and other differences.

Agency – The capacity, condition, or state of acting or of exerting power

Analyze – Students should be able to understand how something works, its influence on other concepts, how other concepts influence it, and its importance.

Assess – Students should be able to check or judge the quality or value of a concept or idea.

Barrier Methods – Can include external condoms, internal condoms, and dental dams

Big or Strong Emotions – Rather than classifying emotions as positive or negative, aim to classify emotions as big and strong for elementary grades and intense for secondary grades. Examples of these emotions may include joy, excitement, happiness, pride, anger, sadness, fear, or frustration, among others.

Biomedical Approaches – Biomedical approaches to prevent sexually transmitted infections (STIs) and human immunodeficiency virus (HIV) may include the human papillomavirus (HPV) and Hepatitis B vaccines, pre-exposure prophylaxis (PrEP), and post-exposure prophylaxis (PEP).

Bleeding Control – Immediate actions one can take to stop severe bleeding by recognizing life-threatening blood loss, applying pressure, bandages, and/or a tourniquet until more advanced medical help arrives.

Bodily Autonomy – The right to make informed choices about one's own body, including what happens to it and who has access to it

Body Image – The way one perceives their body and how they think, act, and feel based on this perception. Educators should emphasize self-respect, diversity, and confidence with body image.

Cannabis – A plant that contains substances that can affect the brain and body, such as THC, CBD, and delta-8. Cannabis can be used in different forms, including smoking or vaping, edibles, beverages, tinctures, or topical products. It may be used for medical or recreational purposes. In Maryland, recreational cannabis is legal for adults but not for people under 21.

Changes During Puberty – Puberty-related changes may include menstruation, nocturnal emissions, spontaneous erections, mood swings, and body odor.

Chronic Disease – Major chronic diseases include heart disease, hypertension, stroke, diabetes, and cancer. Other chronic conditions may include osteoporosis, asthma, obesity, arthritis, chronic obstructive pulmonary disease (COPD), and kidney disease, among others. Prevention strategies include consuming a variety of nutrient-dense foods, regular physical activity, tobacco use prevention, preventative healthcare, etc.

Coping Strategies – Coping strategies can be either health-promoting or harmful. Some examples of health-promoting coping strategies may include using words to express feelings (in both English and one's home language), talking to a trusted adult, creative expression, physical activity, or journaling. Some examples of harmful coping strategies may include substance use, impulsive or health-risk behavior, bullying or teasing others, excessive screen time, and tantrums or hitting.

Current Trends that Affect Health – As it relates to disease prevention and control, this may include things such as tanning beds, body piercing, tattooing, and diet and exercise fads.

Demonstrate – Students should be able to show what they know and are capable of doing through actions, words, or explanations.

Describe – Students should be able to use words to explain the key elements and details of a concept or idea.

Determine – Students should be able to use valid and reliable information and evidence to come to a conclusion.

Dimensions of Wellness – A variety of interdependent health-related categories that affect overall health and well-being. Dimensions may include cultural, emotional, environmental, financial, intellectual, occupational, physical, sexual, social, and spiritual.

Discrimination – An unfair treatment or violence based on actual or perceived personal characteristics. It can occur individually, communally, or systemically as oppression. This may include bias-based behaviors. When multiple forms of discrimination intersect, the impact on one's health can be significant. Examples include racism, sexism, homophobia, transphobia, and ableism. Per Maryland Annotated Code §7-424, protected classes in Maryland include race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability.

Disease Prevention Strategies – Health care-related disease prevention strategies can include health screenings and tests, immunizations, checkups, regular provider visits, and examinations. More general disease prevention strategies can include examples such as handwashing and basic universal precautions for hygiene, as well as using condoms and biomedical approaches to prevent sexually transmitted infections.

Disinformation – False or inaccurate information conveyed with the intention of deliberately deceiving. Misinformation is conveyed without the intention of deliberately deceiving.

Eating Patterns – When discussing patterns, educators should include fads, exclusionary, and trending diets, as well as vegetarian diets and various cultural diets.

Elements of Consent – A clear, informed, specific, ongoing, affirmative, voluntary, and mutual agreement to do something. It must be given freely, without pressure or force, by someone who is able to make that decision, for example, not under the influence of drugs or alcohol, not a minor, and not someone who does not understand the language being spoken. In a sexual situation, consent involves both partners verbally agreeing to what they are comfortable doing.

Empathy – Being able to recognize and respect others' feelings and perspectives, even if their feelings and perspectives differ from one's own. Demonstrating empathy is important both in person as well as in the social media space.

Environment – When considering various environments, include settings such as school, classroom, home, community, and others. This can also refer to the environment as a level of the socio-ecological model, such as the environment in which one grew up, or the environments one is exposed to, such as peer groups.

Environmental Health – The study of the impacts of physical, biological, chemical, and psychological factors associated with natural and built environments on human health and well-being.

Environmental Wellness – One of the dimensions of wellness; it may include the ability to access clean air, food, and water, have access to nature and green spaces, and occupy health-promoting homes, schools, workplaces, and communities.

Evaluate – Students should use evidence to make judgments about the effectiveness of a strategy, approach, or idea.

Explain – Students should be able to detail the key elements and components of a concept or idea in a way that makes it understandable to others.

Factors – When considering factors that influence health behaviors and health outcomes, be sure to consider both risk and protective factors.

First Aid – Instruction should include cardiopulmonary resuscitation (CPR), automated external defibrillator (AED) use, severe bleeding control, choking, shock, and overdose, among others.

First Response Procedures – Instruction should include age-appropriate emergency response procedures for life-threatening situations. This may include recognizing signs and symptoms of a medical emergency, calling 911, locating and using emergency resources such as naloxone in the event of a suspected opioid overdose, and providing CPR or other first aid when appropriate.

Food Disparities – May include food access, cost barriers, access to transportation, and are often influenced by the social determinants of health.

Gambling – Some forms of gambling include sports betting, fantasy sports, dice, crypto-currency, lottery, casino, online gambling, loot boxes in video games, cards, and private games.

Gender Expression – Describes how a person shows their gender to others through things like clothes, hairstyle, or behavior. It may be more traditionally "masculine," "feminine," both, or neither. Respecting each person's gender expression helps create a safe and inclusive environment, and bullying someone because of these differences is wrong and may violate school rules and laws that protect people from discrimination.

Gender Identity – Describes someone's understanding about who they are, such as being a girl, boy, or somewhere in between. It exists on a spectrum and can change over time. A person's gender identity may or may not match the sex they were assigned at birth. It is part of what makes each person unique, and bullying someone because of these differences is wrong and may violate school rules and laws that protect people from discrimination.

Goal-Plan – It may be based on any one of the available goal-setting models, and it helps one plan the steps that need to be taken in order to accomplish a set goal.

Grief – a natural and personal response to loss that may include many emotions and may change over time. People can grieve over many things, such as the loss of a loved one, a pet, a job, or the end of a friendship or relationship. There is no one “right” way to grieve. Related words may include *loss* and *bereavement*.

Health-Related Skills – “Abilities to translate knowledge and readiness into the performance of actions that enable students to deal with social pressures, avoid or reduce risk-taking behaviors, enhance and maintain personal health, and promote the health of others” (CDC, 2021)

Identify – Students should be able to recognize and recall specific information about a concept or main idea.

Infectious Disease – When discussing infectious diseases, consider those that are air-borne, food-borne, blood-borne, water-borne, sexually-transmitted, etc. Prevention strategies include masking, vaccines, handwashing, staying home when sick, etc.

Maryland's Consent Law – Per [Maryland Annotated Code, Health General §20-102](#) a minor has the same capacity as an adult to consent to: treatment for or advice about drug abuse, alcoholism, venereal disease, pregnancy, contraception other than sterilization, physical examination and treatment of injuries from an alleged rape or sexual offense, physical examination to obtain evidence of an alleged rape or sexual offense, initial medical screening and physical examination on and after admission of the minor into a detention center, and treatment for the prevention of human immunodeficiency virus (HIV).

Maryland's Good Samaritan Law – Maryland's Good Samaritan Law protects people assisting in an emergency overdose situation from arrest, as well as prosecution, for certain crimes. More information can be found [here](#).

Media – Includes traditional sources such as television, newspapers, and magazines; digital media, including websites, podcasts, and online news; and social media platforms like Instagram, TikTok, X (formerly Twitter), YouTube, and Discord. It also includes video games. Media balance and digital wellness involve making thoughtful choices about how we engage with media, including setting boundaries around screen time and developing critical thinking skills to evaluate the accuracy and reliability of media messages.

Misinformation – False or inaccurate information conveyed without the intention of deliberately deceiving. Disinformation is conveyed with the intention of deliberately deceiving.

Nonsuicidal Self-Injury (NSSI) – The intentional harming of one's own body and without the intent of suicide that is an unsafe coping strategy for stress, emotional pain, or overwhelm. This may also be known as self-harm.

Norms – Standards, models, beliefs, or patterns of behavior considered to be typical for a specific group. A norm is an implied agreement or understanding among a group's membership about how members in a group behave or should behave.

Perpetrator Responsibility – Cultural and social attitudes related to sexual violence often shift the blame for the violence from the perpetrator to the survivor, whereas the responsibility should be placed solely on the perpetrator.

Personal Boundaries – The limits one sets to protect their physical, emotional, and other dimensions of health. They help a person take care of their body and maintain respectful, safe relationships.

Personal Characteristics – To prevent a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being, per Maryland Annotated Code, Education §26-704 and §7-424 local education agencies must have an educational bullying, harassment, and intimidation prevention program that prevents discrimination against a current student, prospective student, or the parent/guardian of a current or prospective students by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability.

Physical Safety – Under physical safety, educators should include the following: safety in various contexts such as at school, at play, at home, at work, and in the community; safety around various hazards such as falls, sharp objects, fires, body fluids, electricity; safe storage and safety procedures around unsecured firearms; vehicle safety; safety equipment like helmets, knee pads, and elbow pads; reducing and caring for injuries around animals, bites, and stings; school drills, escape routes, and routines; water safety; and safety precautions during different kinds of weather and climate.

Potential Consequences – When discussing the consequences of health behaviors, such as substance use and sexual activity, the consequences have been identified as “potential consequences”. This is because educators need to highlight the potential results of health behaviors without exaggerating or overemphasizing that consequences always follow.

Prejudice – A negative opinion about a person, group, or community based on race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability. Prejudice differs from discrimination in that prejudice involves thoughts and feelings, whereas discrimination involves actions based on those prejudices. Examples include but are not limited to racism, sexism, homophobia, transphobia, and ableism.

Protective Factor – “Assets (internal to individuals) and resources (external to individuals) that counteract, reduce, or eliminate the adverse effects of risk factors” (CDC, 2021). They can be both factors that can be controlled and factors that cannot be controlled.

Public Health – Aims to keep individuals and communities healthy and safe. It focuses on preventing diseases and promoting healthy and safe environments.

Recognize – When this word appears in an indicator, students should be noticing or recalling the value in the concept or idea.

Risk Behavior – A behavior that can negatively impact a person's health and well-being.

Risk Factor – Something that can work to undermine a person's health and well-being, such as a negative social determinant of health or a risk behavior. They can be both factors that can be controlled and factors that cannot be controlled.

Sexual Activity – Sexual activity includes behaviors like solo, vaginal, oral, and anal sex. Vaginal, oral, and anal sex can spread HIV and other sexually transmitted infections (STIs) if barrier methods like condoms or dental dams are not used. Learning how to protect oneself and others is essential for respecting health and maintaining healthy relationships. Being informed helps prevent the spread of infections and supports healthy decision-making.

Sexual Orientation – Describes how someone is romantically and/or physically attracted to others. Everyone has a sexual orientation; it could be people of the same gender, a different gender, all genders, or no one at all. It exists on a spectrum and can change over time. It is part of what makes each person unique, and bullying someone because of these differences is wrong and may violate school rules and laws that protect people from discrimination.

Sexual Violence – A sexual act that occurs when consent is not obtained or not freely given. It can include sexual assault, sexual mistreatment, coercion, harassment, exploitation, human trafficking, rape, sexual abuse, domestic violence, dating violence. Strategies to respond to behaviors that constitute sexual violence include talking to a trusted adult.

Sexually Transmitted Infections – Steps to reduce sexually transmitted infection (STI) exposure include abstaining from vaginal, oral, and anal sex; vaccines; biomedical approaches such as PEP and PrEP; reducing one's number of sex partners; regular STI testing; and consistent and correct condom use. Regular STI testing is important because STIs sometimes have no symptoms.

Social Determinants of Health – Conditions in the places where people are born, live, learn, work, play, worship, and age that can impact health outcomes. Some examples of these include neighborhood safety, power, income and wealth, education quality, social inequities, and various forms of discrimination such as systemic racism.

Sociocultural Factors – These factors, also referred to as socio-political factors, can be social and cultural factors, or elements like community type, e.g., rural, urban, and suburban.

Socioecological Model – Sometimes known as the social ecological model, a framework that demonstrates that factors at multiple levels (such as societal, community, interpersonal, and individual) can influence health outcomes.

Stressors – Stressors can be internal or external, such as school and work, health issues and inequities, violence, discrimination, systemic oppression, language and cultural transitions, moving to a new country, bullying, negative self-talk, trauma, financial issues, and family, social, and community conflicts.

Summarize – When this word appears in an indicator, students should be identifying the key elements of a concept or idea.

Technology Safety – Safety and boundaries related to the use of technology, such as social media and gaming. Strategies to increase technology safety may include safety around sharing personal information, sexting, and sexually explicit images, as well as the avoidance of bullying and discrimination, and the involvement of trusted adults. It may also include chatting with unknown people and setting time limits to decrease nighttime usage.

Trusted Adult – A person to whom someone can turn to in a time of need, who can offer support and guidance. This is often a parent or guardian, but trusted adults can also include non-family members. Some examples include school counselors, healthcare providers, teachers, crossing guards, police officers, and school staff who may speak a students' home language.

Types of Addiction – There are several different types of addiction, such as substance use, gambling, gaming, and digital media addiction.

Upstander – Someone who speaks up or acts to support a person who is being bullied, harmed, or abused. It is a bystander who takes positive action to help another person. Upstanders can also be those who support in instances of overdose, accidents, and sexual violence.

Values – The personal principles that represent what someone considers important. It is not the role of health education to teach values to students. Instead, that is the role of families and communities.

Vehicle Safety – Safety during various modes of transport, such as pedestrian safety, cars, school and city buses, and other vehicles (e.g., four-wheelers, dirt bikes, hover boards, bicycles, and scooters). Strategies to reduce the risk of vehicle injury include the use of seatbelts and the avoidance of substance use, distracted driving, texting, and lack of sleep. For modes of transport like biking, strategies to reduce the risk of injury include wearing safety equipment such as helmets, knee pads, and elbow pads.

Violence – Some examples of contributors to violence include health inequities, discrimination and systemic oppression, group involvement and street affiliation, hate groups and hate speech, and weapon access.

Well-being – The combination of feeling good and functioning well; it is the experience of positive emotions such as happiness and contentment as well as the development of one's potential, having some control over one's life, having a sense of purpose, and experiencing positive relationships.

Wellness – A state of balance among multiple dimensions of wellness.

Code of Maryland Regulations 13A.04.18.01

COMPREHENSIVE HEALTH EDUCATION INSTRUCTIONAL PROGRAMS FOR GRADES PREKINDERGARTEN—12

A. Each local school system shall:

- (1) Provide in public schools an instructional program in comprehensive health education each year with sufficient frequency and duration to meet the requirements of the State Framework for all students in grades prekindergarten through 8;
- (2) Offer in public schools a comprehensive health education program in grades 9—12 which enables students to meet graduation requirements and to select health education electives; and
- (3) Provide access to the curriculum for non-diploma-bound students.

B. Maryland Comprehensive Health Education Program.

- (1) The comprehensive instructional program shall help students adopt and maintain healthy behaviors and skills that contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks.
- (2) The instructional program shall provide for the diversity of student needs, abilities, and interests at the elementary, middle, and high school learning years, and shall include the Maryland Health Education Standards with related indicators and objectives as set forth in §C(1)—(8) of this regulation.

C. Comprehensive Health Education Standards. All students will:

- (1) Use functional health information to support the health and well-being of self and others, including:
 - (a) Mental and emotional health;
 - (b) Substance use and misuse;
 - (c) Family life and human sexuality;
 - (d) Safety and violence prevention;
 - (e) Nutrition; and
 - (f) Disease prevention and control.
- (2) Analyze influences that affect the health and well-being of self and others;
- (3) Access valid and reliable resources to support the health and well-being of self and others;
- (4) Use interpersonal communication skills to support the health and well-being of self and others;
- (5) Use a decision-making process to support the health and well-being of self and others;

- (6) Use a goal-setting process to support the health and well-being of self and others;
- (7) Demonstrate practices and behaviors to support the health and well-being of self and others; and
- (8) Advocate to promote the health and well-being of self and others.

D. Special Requirements.

- (1) Substance Abuse Prevention.
 - (a) Students shall complete instruction on drug addiction and prevention that includes instruction related to the heroin and opioid addiction and prevention and information relating to lethal effects of fentanyl.
 - (b) This instruction is to be delivered, at a minimum, once in grade bands 3—5, 6—8, and 9—12 as a stand-alone program.
 - (c) Instruction shall be delivered by teachers trained in the field of drug addiction and prevention education.
- (2) Family Life and Human Sexuality.
 - (a) Maryland family life and human sexuality instruction shall represent all students regardless of ability, sexual orientation, gender identity, and gender expression.
 - (b) Beginning no later than grade 7, teaching shall emphasize that refraining from sexual activity is the best method to avoid sexually transmitted infections, including HIV, and unintended pregnancy. To address the serious health risks of sexually transmitted infections, and the consequences of unintended pregnancy, family life and human sexuality education shall include medically accurate information about contraception and condoms.
 - (c) The local school system shall establish a joint committee of educators and representatives of the community for the purpose of reviewing and commenting on instructional materials. If approval of instructional materials is necessary, it shall occur pursuant to local policy.
 - (d) Direct teaching of the family life and human sexuality indicators and objectives must begin by grade four.

(e) Student Opt-Out.

- (i) The local school system shall establish policies, guidelines, and/or procedures for student opt-out regarding instruction related to family life and human sexuality objectives.
 - (ii) For students opting out of family life and human sexuality instruction, each school shall establish a procedure for providing a student with appropriate alternative learning activities and/or assessments in health education.
 - (iii) Each school shall make arrangements to permit students opting out of the objectives related to family life and human sexuality to receive instruction concerning menstruation.
 - (iv) The local school system shall provide an opportunity for parents/guardians to view instructional materials to be used in the teaching of family life and human sexuality objectives.
- (f) The local school system shall provide age-appropriate instruction on the meaning of “consent” and respect for personal boundaries as part of the family life and human sexuality curriculum in every grade in which the curriculum is taught.
- (g) When teaching concepts and skills related to family life and human sexuality, in addition to general teacher preparation, teachers are required to have additional preparation in content and teaching methods of such depth and duration as to be appropriate for the material taught. The additional preparation may be provided by college courses, local in-service programs, and/or State workshops.

(3) Safety and Violence Prevention.

- (a) High school students shall complete instruction in cardiopulmonary resuscitation that includes hands-only cardiopulmonary resuscitation and the use of an automated external defibrillator.
- (b) Students shall participate in age-appropriate instruction on the awareness and prevention of sexual abuse and assault. Teachers who are trained to provide instruction on the awareness and prevention of sexual abuse and assault shall deliver this instruction. This will include age-appropriate instruction on the meaning of “consent” and respect for personal boundaries.

(4) Disease Prevention and Control.

- (a) Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage diseases, such as infections that are sexually transmitted, including HIV.
- (b) Students shall complete instruction in oral health that includes oral disease prevention and dental health promotion.
- (c) The local school system shall include age-appropriate lessons on diabetes and its treatment and prevention.

- E. Curriculum Documents.** Consistent with Education Article, §§2-205(h), 4-111.2, 7-205.2, 7-401, 7-410, 7-411, 7-411.1, 7-413, 7-439, and 7-445, Annotated Code of Maryland, each local school system shall provide age appropriate, scientifically based, medically accurate, and data driven comprehensive health education curriculum documents for the elementary and secondary schools under its jurisdiction that:
- (1) Include the standards set forth in §C of this regulation; and
 - (2) Are aligned with the State Framework, as developed by the Maryland State Department of Education in collaboration with the local school systems.
- F. The local school system shall develop guidelines and procedures for the selection of qualified health education teachers. Qualifications shall include:**
- (1) Health Education licensure as set forth in COMAR 13A.12.02; and
 - (2) Appropriate specialized training including skills-based health education, drug addiction and prevention education, family life and human sexuality, and awareness and prevention of sexual abuse and assault.
- G. The local school system shall develop guidelines and procedures for the support of qualified teachers.** Each local school system shall establish planned and continuous programs as required to adequately train its personnel (teachers, administrators, and supervisors) in order to update knowledge, instructional materials, and methodology in health education.
- H. Student Participation.** Each student shall have the opportunity to participate in the comprehensive health education program required by this chapter.

CITATION

SHAPE America – Society of Health and Physical Educators. (2024). National Health Education Standards.

<https://www.shapeamerica.org/standards/health/new-he-standards.aspx>

CONTACT INFORMATION

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