



# Maryland Comprehensive Health Education Framework: Pre-Kindergarten Through High School

June 2021



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## Introduction

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The statutory authority for health education is Education Art. §7-401. Other statutes require instruction in schools regarding dating violence, Ed. §7-411; diabetes and oral health education, Ed. §7-411.1; awareness and prevention of sexual abuse and assault, Ed. §7-439; anti-bullying, harassment and intimidation, Ed. §7-424; and instruction on the meaning of consent and respect for personal boundaries, Ed. §7-445.

Comprehensive health education has been a feature of Maryland education regulation since 1970. The most recent revisions to the health education regulation were adopted by the Maryland State Board of Education on October 22, 2019, and are located at COMAR 13A.04.18. Among the essential concepts for promotion of health and disease prevention in the regulations are: mental and emotional health; substance abuse prevention; family life and human sexuality; safety and violence prevention; healthy eating; and disease prevention and control.

Under the regulation standards, students will analyze the influence that family, peers, culture, and media technology have on health behaviors, and demonstrate the ability to access valid information, products, and services to enhance health. Students will learn to advocate for personal, family, and community health.

To implement the regulation, the Maryland State Department of Education (MSDE) updated the Maryland Comprehensive Health Education Framework in 2020. The framework is based on the requirements of the health education and equity education (COMAR 13A.01.06) regulations and reflect statutory changes in health education, anti-bullying and harassment, and ensuring educational equity. The framework was developed with the input of a task force including MSDE, the Maryland Department of Health, local education agency health education supervisors, teachers, students, national subject matter experts, and stakeholders. MSDE updates the framework as required by changes in legislation and regulation.

The family life and human sexuality component of the regulation and framework represents all students regardless of ability, sexual orientation, gender identity, and gender expression. Concepts and skills related to family life and human sexuality must be age appropriate and taught by teachers who have had additional preparation in content and teaching methods of the material. The framework is not instructional material for classroom use; it is intended to guide educational professionals in developing curricula that is adopted by the local boards. Local educational professionals should ensure that lessons and content are age appropriate and reflect educational equity.

Local education agencies develop the curricula to implement the regulations and is aligned with the framework. In developing their family life and human sexuality curricula, local education agencies must establish a joint committee of educators and representatives of the community to review and comment on instruction materials. Parents and guardians must have the opportunity to view instructional materials to be used in teaching objectives.

Moreover, local education agencies must establish policies, guidelines, and procedures for parents to opt-out their students from family life and human sexuality instruction in all grades, except for HIV and AIDS prevention. The opt-out provision reflects the State Board's and MSDE's respect for individual parents' values and beliefs concerning family life and human sexuality instruction. Each local education agency establishes a procedure for providing opt-out students with appropriate alternative learning objectives and/or assessments in health education.

The laws, regulations, and MSDE framework ensure students have access to scientifically and medically accurate information and that all students are treated equitably and with dignity and respect. Students have the right to educational environments that are safe, appropriate for academic achievement, and free from any form of harassment. Local education agencies must be mindful of balancing the needs of diverse constituents so that public schools remain welcoming to all, and create and maintain environments that are equitable, fair, safe, diverse, and inclusive.

## Comprehensive Health Education Standards Pre-K-12

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1. Students will comprehend concepts related to health promotion and disease prevention to enhance health, including:
  - a) Mental and emotional health;
  - b) Substance abuse prevention;
  - c) Family life and human sexuality;
  - d) Safety and violence prevention;
  - e) Healthy eating; and
  - f) Disease prevention and control.
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3. Students will demonstrate the ability to access valid information, products, and services to enhance health.
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use decision-making skills to enhance health.
6. Students will demonstrate the ability to use goal-setting skills to enhance health.
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. Students will demonstrate the ability to advocate for personal, family, and community health.

## Standard 1a: Mental and Emotional Health (E1)

| TOPIC                     | PREKINDERGARTEN  | KINDERGARTEN   | GRADE 1  | GRADE 2  |
|---------------------------|--|--|--|--|
| Emotions                  | Identify different emotions. 1a.P.1                                  | Identify appropriate ways to express emotions. 1a.K.1  | Explain the relationship between emotions and behavior. 1a.1.1   | Demonstrate a variety of strategies to express and manage emotions. 1a.2.1                                 |
|                           | State that anger and other big or strong emotions are common. 1a.P.2 | Identify big or strong emotions and safe and unsafe ways of expressing one's emotions. 1a.K.2            | Describe appropriate ways to express one's emotions and practice positive coping skills. 1a.1.2            |  |
| Self and social awareness | Demonstrate awareness of personal emotions. 1a.P.3                   | Demonstrate awareness of personal emotions and how they may be the same or different from others. 1a.K.3 | Identify a variety of own emotions and ways the body signals these emotions. 1a.1.3                        | Describe a variety of personal emotions and the ways the body signals these emotions. 1a.2.2               |
|                           | Recognize the feelings of another child. 1a.P.4                      | Recognize the feelings of another child and how to respond in a healthy way. 1a.K.4                      | Identify how others may be feeling based on verbal and nonverbal cues and respond in a healthy way. 1a.1.4 | Describe how others may be feeling based on verbal and nonverbal cues and respond in a healthy way. 1a.2.3 |
|                           | Recognize personal strengths. 1a.P.5                                 | Identify personal strengths. 1a.K.5  | Identify and describe skills and activities that are done well and those that require help. 1a.1.5         | Recognize personal strengths in the context of different roles or relationships. 1a.2.4                    |



| TOPIC                             | PREKINDERGARTEN  | KINDERGARTEN  | GRADE 1  | GRADE 2   |
|-----------------------------------|--|---|--|---|
| Relationships                     | Identify the characteristics of a friend. 1a.P.6           | Identify a variety of relationships. 1a.K.6   | Describe healthy ways to express affection, love, friendship, and concern. 1a.1.6          | Describe healthy and rewarding social interactions. 1a.2.5                                      |
| Teasing, bullying, and harassment | Describe how people are unique. 1a.P.7                     | Identify the benefits of people's uniqueness. 1a.K.7  | Identify why it is hurtful to tease or bully others. 1a.1.7                                | Explain why it is hurtful to tease or bully others and what to do if someone is bullied. 1a.2.6 |
| Trusted adult                     | Identify trusted adults who can help with emotions. 1a.P.8 | Identify the importance of talking with parents and other trusted adults about emotions. 1a.K.8 | Describe the importance of talking with trusted adults about emotions and concerns. 1a.1.8 | Explain the importance of talking with trusted adults about emotions and concerns. 1a.2.7       |

## Standard 1a: Mental and Emotional Health (E2)

| TOPIC                     | GRADE 3   | GRADE 4  | GRADE 5   |
|---------------------------|---|--|---|
| Emotions                  | Identify characteristics of positive emotional health. 1a.3.1                   | Identify role models who demonstrate positive emotional health. 1a.4.1                       | Explain what it means to be emotionally healthy. 1a.5.1   |
|                           | Practice appropriate ways to express emotions. 1a.3.2                           | Describe situations that trigger strong emotions and safe and unsafe ways to respond. 1a.4.2 | Evaluate appropriate ways to express emotions. 1a.5.2   |
|                           | Describe your physical responses to strong emotions. 1a.3.3                     |  | Demonstrate helpful ways to manage strong emotions. 1a.5.3  |
| Self and social awareness | Recognize and label a variety of complex emotions in self and others. 1a.3.4    | Identify respectful ways to show empathy to others. 1a.4.3                                   | Demonstrate respectful ways to show empathy to others. 1a.5.4   |
|                           | Identify how personal choices and behaviors impact self-worth. 1a.3.5           | Describe how personal choices and behaviors impact self-worth. 1a.4.4                        | Describe how to recognize and build on personal strengths. 1a.5.5   |
|                           |   | Identify how to recognize and build on personal strengths. 1a.4.5                            | Identify reasons for making positive contributions to others. 1a.5.6  |
| Relationships             | Identify characteristics of healthy relationships. 1a.3.6                       | Describe the benefits of healthy peer relationships. 1a.4.6                                  | Describe the value of others' talents and strengths. 1a.5.7   |
|                           | Identify how relationships and interactions with others affect emotions. 1a.3.7 | Describe how relationships and interactions with others affect emotions. 1a.4.7              | Describe the characteristics of healthy and unhealthy relationships among friends and with family members. 1a.5.8 |

| TOPIC   | GRADE 3   | GRADE 4  | GRADE 5   |
|---|---|--|---|
| Trusted Adults  | Identify the benefits of talking with trusted adults about emotions. 1a.3.8 | Identify ways trusted adults can help you or someone else deal with difficult emotions or situations. 1a.4.8       | Explain how a trusted adult can support you or someone else with difficult emotions or situations. 1a.5.9   |
| Stress and anxiety  | Identify personal stressors. 1a.3.9   | Explain physical and emotional reactions to stress. 1a.4.9   | Differentiate between positive and negative ways of dealing with stress and anxiety. 1a.5.10  |
| Depression awareness  |   | Identify the need to discuss long-lasting troublesome feelings with a trusted adult. 1a.4.10                       | Explain that long-lasting troublesome feelings should be discussed with a trusted adult. 1a.5.11  |
| Suicide prevention  |   | Identify troublesome feelings and signals for support for which someone should seek help. 1a.4.11                  | Demonstrate how to tell a trusted adult if someone is in danger of hurting themselves or others. 1a.5.12  |
|   |   | Explain the importance of telling a trusted adult if someone is in danger of hurting themselves or others. 1a.4.12 |   |
| Teasing, bullying, harassment, discrimination, and violence | Describe the difference between bullying, teasing, and conflict. 1a.3.10    | Identify when to report aggression, bullying, or violence. 1a.4.13   | Explain why it is wrong to tease or bully others based on personal characteristics such as body type, race, gender, sexuality, appearance, mannerisms, and the way one dresses or acts. 1a.5.13 |
|   | Describe what to do if you or someone else is being bullied. 1a.3.11        | Demonstrate what to do if you or someone else is being bullied. 1a.4.14  | Demonstrate how to be a positive bystander in situations of conflict. 1a.5.14   |

| TOPIC   | GRADE 3  | GRADE 4   | GRADE 5  |
|---|--|---|--|
| Teasing, bullying, harassment, discrimination, and violence | Identify the impact of conflict, discrimination, and violence on mental and emotional health. 1a.3.12      | Describe the impact of conflict, discrimination, and violence on mental and emotional health. 1a.4.15 | Explain the impact of conflict, discrimination, and violence on mental and emotional health. 1a.5.15                                     |
|   | Identify nonviolent ways to manage anger. 1a.3.13  | Describe how to use non-violent means to solve interpersonal conflict. 1a.4.16                        | Practice using non-violent means to solve interpersonal conflict. 1a.5.16  |
| Body Image  | Identify body image and how peers, media, family, society, and culture influence ideas about body. 1a.3.14 | Describe how peers, media, family, society, and culture influence ideas about body. 1a.4.17           | Explain how peers, media, family, society, and culture influence ideas about body. 1a.5.17   |
| Grief and loss  | Identify feelings and emotions associated with loss and grief. 1a.3.15                                     | Describe feelings and emotions associated with loss and grief. 1a.4.18                                | Identify that all people in a wide-range of situations commonly experience feelings and emotions associated with loss and grief. 1a.5.18 |

## Standard 1a: Mental and Emotional Health (MS)

| TOPIC                                 | GRADE 6   | GRADE 7  | GRADE 8   |
|---------------------------------------|---|--|---|
| Wellness                              | Describe the components of wellness. 1a.6.1   | Explain how role models display wellness. 1a.7.1   | Evaluate one's personal wellness. 1a.8.1  |
|                                       | Describe role models that demonstrate positive mental and emotional health. 1a.6.2                                | Explain the interrelationship of the components of wellness. 1a.7.2                      | Identify strategies to improve dimensions of wellness. 1a.8.2                                     |
| Emotions, feelings, and relationships | Examine the importance of being aware of one's own feelings and being sensitive to the feelings of others. 1a.6.3 | Describe how mental and emotional health can affect health-related behaviors. 1a.7.3     | Explain how the expression of emotions or feelings can help or hurt oneself and others. 1a.8.3    |
|                                       | Discuss how emotions change during adolescence. 1a.6.4  |  |   |
| Self and social awareness             | Identify triggers of strong emotions and apply healthy coping strategies. 1a.6.5                                  | Demonstrate how to support others by practicing empathy. 1a.7.4                          | Demonstrate empathy to others who have different feelings, thoughts, and experiences. 1a.8.4      |
|                                       | Identify strengths in self in order to prioritize personal skills and allow interests to develop. 1a.6.6          | Describe strategies for developing strengths and overcoming disappointments. 1a.7.5      | Reframe a challenge or setback as an opportunity. 1a.8.5  |
| Self and social awareness             |   |  | Describe how personal responsibility for one's choices is linked to self-worth and growth. 1a.8.6 |
| Trusted adults                        | Describe the qualities of a trusted adult with whom you could talk about your overall wellness. 1a.6.7            | Identify strategies for communicating your overall wellness with a trusted adult. 1a.7.6 | Demonstrate communication with a trusted adult about your overall wellness. 1a.8.7                |

| TOPIC                | GRADE 6   | GRADE 7  | GRADE 8   |
|----------------------|---|--|---|
| Trusted adults       | Identify the importance of telling a trusted adult if you or someone else is experiencing mental or emotional health challenges. 1a.6.8 | Identify the importance of telling a trusted adult if you or someone else is experiencing mental or emotional health challenges. 1a.7.7          |   |
| Stress and anxiety   | Explain the body's physical and psychological responses to stressful situations. 1a.6.9   | Describe personal stressors at home, in school, and with friends. 1a.7.8   | Explain the causes and effects of stress. 1a.8.8  |
|                      |   | Describe a variety of appropriate ways to respond to stress when angry or upset. 1a.7.9  | Explain positive and negative ways of dealing with stress. 1a.8.9   |
|                      |   |  | Explain the causes, symptoms, and effects of anxiety. 1a.8.10   |
|                      |   |  | Analyze the risks of impulsive behaviors. 1a.8.11   |
| Depression awareness | Identify depression as prolonged sadness with no identifiable cause. 1a.6.10  | Describe the connection between depression and brain chemistry. 1a.7.10  |   |
|                      |   | Explain the causes, symptoms, and effects of depression. 1a.7.11   |   |
| Suicide prevention   | Identify warning signs of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.6.11 | Describe the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.7.12 | Explain the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.8.12 |

| TOPIC                                       | GRADE 6  | GRADE 7   | GRADE 8  |
|---|--|---|--|
| Suicide prevention                          |  | Explain the causes, symptoms, and effects of depression and suicide. 1a.7.13  | Describe the signs and symptoms of people who are in danger of hurting themselves or others. 1a.8.13   |
|   |  |   | Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others. 1a.8.14                                      |
| Teasing, bullying, harassment, and violence | Explain why it is wrong to tease, bully or discriminate against others based on personal characteristics. 1a.6.12  | Describe how power and control differences in relationships can contribute to aggression and violence. 1a.7.14  | Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts. 1a.8.15   |
|   |  |   | Explain how intolerance can affect others. 1a.8.16   |
|   |  |   | Describe ways to manage interpersonal conflict nonviolently. 1a.8.17   |
| Social media                                | Identify sharing or posting personal information electronically about self or others on social media sites can impact mental and emotional health. 1a.6.13 | Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health. 1a.7.15 | Evaluate how sharing or posting personal information electronically about self or others on social media sites can impact mental and emotional health. 1a.8.18 |
| Body image                                  | Define the concept of a positive body image and its implications for mental and physical wellness. 1a.6.14   | Explain the importance of a positive body image and its implications for mental and physical wellness. 1a.7.16  | Analyze strategies to cultivate a positive body image. 1a.8.19   |

| TOPIC             | GRADE 6   | GRADE 7  | GRADE 8  |
|-------------------|---|--|--|
| Disordered eating | Recognize signs of disordered eating. 1a.6.15   | Identify the signs of disordered eating. 1a.7.17   | Explain the signs of disordered eating. 1a.8.20  |
|                   | Identify the potential mental and physical consequences of disordered eating and why it is important to seek professional help. 1a.6.16 | Explain the potential mental and physical consequences of disordered eating and why it is important to seek professional help. 1a.7.18 | Summarize the potential mental and physical consequences of disordered eating and why it is important to seek professional help. 1a.8.21 |
| Loss and grief    | Explain feelings and emotions associated with loss and grief. 1a.6.17   | Summarize feelings and emotions associated with loss and grief. 1a.7.19  | Justify feelings and emotions associated with loss and grief as a normal part of development. 1a.8.22                                    |
| Stigma            | Recognize the negative effects of stigma surrounding mental health conditions. 1a.6.18  | Identify the negative impact of stigma on health seeking behavior. 1a.7.20   | Summarize the negative impact of stigma on health-seeking behavior. 1a.8.23  |
| Addiction         | Recognize when a behavior or habit has a negative consequence on self or others. 1a.6.19  | Identify factors that contribute to addiction. 1a.7.21   | Identify addiction as long-term compulsive behavior despite negative consequences. 1a.8.24   |
| Self-harm         | Recognize self-harming behaviors. 1a.6.20   | Summarize how to get help for someone who is self-harming. 1a.7.22   |  |



## Standard 1a: Mental and Emotional Health (HS)

| TOPIC                                 | HIGH SCHOOL I  | HIGH SCHOOL II  |
|---------------------------------------|--|---|
| Wellness                              | Analyze how mental and emotional health can affect health-related behaviors. 1aHS1.1   | Analyze how pro-social behaviors can benefit overall health. 1a.HS2.1   |
|                                       | Analyze the interrelationship of physical, mental, emotional, social, environmental, and spiritual health. 1aHS1.2                               | Evaluate the interrelationship of physical, mental, emotional, social, environmental, and spiritual health. 1a.HS2.2                              |
|                                       |  | Evaluate a variety of strategies to improve personal wellness. 1a.HS2.3   |
|                                       |  | Apply strategies to improve personal wellness. 1a.HS2.4   |
| Emotions, feelings, and relationships | Analyze strategies for managing and reducing interpersonal conflicts. 1aHS1.3  | Evaluate the impact of racism, power and control, and social inequities on emotions and relationships. 1a.HS2.5                                   |
|                                       | Analyze characteristics of a mentally and emotionally healthy person. 1aHS1.4  |   |
| Self and social awareness             | Demonstrate respect for others who have different views and beliefs. 1aHS1.5   | Explore the impact of empathy on mental and emotional health. 1a.HS2.6  |
|                                       | Identify how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy. 1aHS1.6 | Describe how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy. 1a.HS2.7 |
|                                       | Identify strategies which lead to personal growth and persistence through challenges. 1aHS1.7  | Develop strategies to promote personal growth, increased self-awareness, and persistence through challenges. 1a.HS2.8                             |
| Trusted adults                        | Identify trusted adults and resources specific to a variety of needs. 1aHS1.8  | Identify strategies for supporting another person in seeking professional guidance or help from a trusted adult. 1a.HS2.9                         |

| TOPIC                | HIGH SCHOOL I  | HIGH SCHOOL II   |
|----------------------|--|--|
| Trusted adults       | Summarize the benefits of seeking a trusted adult or professional guidance related to one’s dimensions of wellness. 1aHS1.9                        |  |
| Stress and anxiety   | Analyze personal stressors at home, in school, and with friends. 1aHS1.10  | Evaluate internal stressors at home, in school, and with friends. 1a.HS2.10  |
|                      | Determine effective strategies for dealing with stress, anxiety, and anger. 1aHS1.11   | Evaluate external stressors at home, in school, and with friends including poverty, violence, and racism. 1a.HS2.11  |
|                      | Analyze impulsive behaviors and strategies for managing them. 1aHS1.12   | Analyze the causes, symptoms, and effects of anxiety. 1a.HS2.12  |
|                      |  | Evaluate effective strategies for dealing with stress, anxiety, and anger. 1a.HS2.13<br>Evaluate impulsive behaviors and strategies for managing them. 1a.HS2.14 |
| Depression awareness | Analyze the causes, symptoms, and effects of depression. 1aHS1.13  | Evaluate causes, symptoms, and effects of depression. 1a.HS2.15  |
| Suicide prevention   | Summarize the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1aHS1.14 | Summarize the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.HS2.16              |
|                      | Defend the importance of telling an adult if there are people who are in danger of hurting themselves or others. 1aHS1.15                          |  |
| Social media         | Analyze positive and negative effects of social media. 1aHS1.16  | Analyze the impact of social media on the dimensions of wellness. 1a.HS2.17  |
| Body image           | Summarize the importance of a positive body image and its implications on mental and physical wellness. 1aHS1.17                                   |  |

| TOPIC                  | HIGH SCHOOL I  | HIGH SCHOOL II  |
|------------------------|--|---|
| Disordered eating      |  | Explain the effects of eating disorders on health. 1a.HS2.18  |
|                        |  | Differentiate between a positive and negative body image. 1a.HS2.19   |
|                        |  | Evaluate the potential mental and physical consequences of disordered eating and why it is important to seek professional help. 1a.HS2.20 |
| Grief and loss         |  | Summarize stages of grief and loss and explore coping strategies for self and others. 1a.HS2.21   |
| Stigma                 | Summarize the negative impact of stigma on health-seeking behaviors. 1aHS1.18                    | Investigate the relationship between health-seeking behaviors and mistrust in communities. 1a.HS2.22                                      |
| Addiction              | Identify the effects of addiction on self and others. 1aHS1.19                                   | Evaluate the effects of addiction on self, community, and others. 1a.HS2.23   |
|                        | Identify sources of support for people who suffer from addiction. 1aHS1.20                       | Evaluate sources of support for people who suffer from addiction. 1a.HS2.24   |
|                        | Identify community services for addiction treatment. 1aHS1.21                                    | Evaluate community services for addiction treatment. 1a.HS2.25  |
| Self-harm              | Recognize the indicators of self-harm and identify triggers that may lead to self-harm. 1aHS1.22 | Identify local and community resources and services to help someone who is self-harming. 1a.HS2.26  |
| Help seeking behaviors | Determine when to seek help for mental and emotional health challenges. 1aHS1.23                 | Summarize local and community facilities and services for assistance with mental and emotional health challenges. 1a.HS2.27               |

## Standard 1b: Substance Abuse Prevention (E1)

The term “abuse” used throughout does not indicate a disorder. This section contains information about legal substances, substances legal over the age of 21, and substances that are illegal. For example, any use of alcohol under the age of 21 is considered abuse of alcohol.

| TOPIC                | PREKINDERGARTEN                                     | KINDERGARTEN   | GRADE 1   | GRADE 2   |
|----------------------|---|--|---|---|
| Medicine             | Define medicine.<br>1b.P.1                          | Define medicine.<br>1b.K.1   | Describe how to use medicine safely.<br>1b.1.1                                    | Explain how to use medicine correctly.<br>1b.2.1  |
|                      | Identify family rules about medicine use.<br>1b.P.2 | Identify school rules about use of medicine.<br>1b.K.2                             | Explain the harmful effects of medicine when used incorrectly.<br>1b.1.2          | Describe the harmful effects of using medicine incorrectly.<br>1b.2.2                                   |
|                      |   | Recognize that medicine can be harmful if used incorrectly.<br>1b.K.3              |   |   |
| Household products   |   | Identify products that can be harmful if inhaled, absorbed, or ingested.<br>1b.K.4 | Describe how products can be harmful if inhaled, absorbed, or ingested.<br>1b.1.3 |   |
| Alcohol and nicotine |   |  |   | Identify alcohol, nicotine, and electronic smoking devices.<br>1b.2.3                                   |
|                      |   |  |   | Identify family and school rules about alcohol, nicotine use, and electronic smoking devices.<br>1b.2.4 |

## Standard 1b: Substance Abuse Prevention (E2)

The term “abuse” used throughout does not indicate a disorder. This section contains information about legal substances, substances legal over the age of 21, and substances that are illegal. For example, any use of alcohol under the age of 21 is considered abuse of alcohol.

| TOPIC  | GRADE 3  | GRADE 4   | GRADE 5   |
|--|--|---|---|
| Medicines  | Summarize how to use medicines correctly. 1b.3.1   | Explain the benefits of medicines when used correctly. 1b.4.1   | Analyze the potential risks associated with inappropriate use and abuse of prescription medicines including addiction. 1b.5.1 |
|  |  | Describe potential risks associated with inappropriate use of over-the-counter and prescription medicines including addiction. 1b.4.2 |   |
|  |  | Explain the difference between medicines, legal drugs, and illegal drugs. 1b.4.3  |   |
| Household products   |  | Recognize that products can be harmful to self and others if absorbed, inhaled, or ingested. 1b.4.4                                   | Review why products are harmful to self and others if absorbed, inhaled, or ingested. 1b.5.2                                  |
| Alcohol, nicotine products, caffeine, and marijuana products | Explain the harmful effects of alcohol and nicotine products, including electronic smoking devices. 1b.3.2 | Identify short and long-term effects of alcohol, nicotine, and caffeine. 1b.4.5   | Review short and long-term effects of alcohol, nicotine, caffeine, and other products. 1b.5.3                                 |

| TOPIC  | GRADE 3 | GRADE 4  | GRADE 5   |
|--|---------|--|---|
| Alcohol, nicotine products, caffeine, and marijuana products |         |  | Identify short and long-term effects of using marijuana products. 1b.5.4  |
|  |         |  | Identify the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other drugs. 1b.5.5 |
|  |         |  | Identify the benefits of being free from alcohol, opioid, nicotine products, marijuana products, and other drugs. 1b.5.6  |
| Environmental literacy                                       |         | Identify the environmental impact of alcohol and nicotine products. 1b.4.6 |   |

## Standard 1b: Substance Abuse Prevention (MS)

The term “abuse” used throughout does not indicate a disorder. This section contains information about legal substances, substances legal over the age of 21, and substances that are illegal. For example, any use of alcohol under the age of 21 is considered abuse of alcohol.

| TOPIC  | GRADE 6  | GRADE 7   | GRADE 8   |
|--|--|---|---|
| Medicines  | Differentiate between proper use and abuse of prescription medicines. 1b.6.1   | Identify the negative effects of incorrect use of prescription drugs and over-the-counter medicines. 1b.7.1   |   |
|  | Distinguish between proper use and abuse of over-the-counter medicines. 1b.6.2   |   |   |
| Household products   | Explain why products can be harmful to self and others if ingested, inhaled, or absorbed. 1b.6.3   |   |   |
| Alcohol, opioids, nicotine products, marijuana products, fentanyl, and other drugs | Describe situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.4            | Identify the physical effects of alcohol, opioids, nicotine products, marijuana products, and other drugs. 1b.7.2   | Summarize the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.8.1 |
|  | Determine the reasons why people choose to use or not to use alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.5 | Describe the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other drugs. 1b.7.3 |   |

| TOPIC  | GRADE 6 | GRADE 7   | GRADE 8   |
|--|---------|---|---|
| Alcohol, opioids, nicotine products, marijuana products, fentanyl, and other drugs |         | Describe the positive alternatives to using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.7.4                                     | Describe the relationship between substance use and health risks including unintentional injuries, violence, suicide, and sexual risk behaviors. 1b.8.2 |
|  |         | Explain why using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances is an unhealthy way to manage stress, anxiety, and depression. 1b.7.5 | Describe the health risks of using performance-enhancing or weight loss drugs. 1b.8.3   |
|  |         | Determine the benefits of being free from alcohol, opioids, nicotine products, marijuana products, and other drugs. 1b.7.6  | Defend the benefits of being free from alcohol, opioids, nicotine products, marijuana products, and other trending drug or substances. 1b.8.4           |
| Environmental literacy   |         |   | Identify the negative environmental effects of alcohol, opioids, nicotine products, marijuana products, and other drugs. 1b.8.5                         |



## Standard 1b: Substance Abuse Prevention (HS)

The term “abuse” used throughout does not indicate a disorder. This section contains information about legal substances, substances legal over the age of 21, and substances that are illegal. For example, any use of alcohol under the age of 21 is considered abuse of alcohol.

| TOPIC   | HIGH SCHOOL I  | HIGH SCHOOL II   |
|---|--|--|
| Medicines   | Differentiate between proper use and abuse of over-the-counter and prescription medicines. 1b.HS1.1  |  |
| Alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances | Analyze situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS1.2                 | Evaluate situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS2.1                  |
|   | Recognize the dangers of riding with a driver who has been using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS1.3 | Analyze the risks associated with and dangers of driving while under the influence of alcohol, opioids, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS2.2 |
|   | Describe the dangers of using drugs or substances in combination. 1b.HS1.4   | Explain the risks associated with using alcohol, opioids, marijuana products, performance-enhancing substances, or other trending drugs or substance while driving a motor vehicle. 1b.HS2.3                   |

| TOPIC   | HIGH SCHOOL I  | HIGH SCHOOL II   |
|---|--|--|
| Alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances | Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance-enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.HS1.5 | Analyze the dangers of using drugs or substances in combination. 1b.HS2.4  |
|   | Describe the effects of using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances on school performance, job performance, job absenteeism, and job loss. 1b.HS1.6  | Analyze the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.HS2.5 |
|   |  | Describe the legal issues related to using drugs and substances including the disproportionate rates of incarceration of specific racial and ethnic groups. 1b.HS2.6   |
|   |  | Explain the effects of using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other drugs and substances during pregnancy. 1b.HS2.7  |

| TOPIC   | HIGH SCHOOL I   | HIGH SCHOOL II   |
|---|---|--|
| Alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances |   | Analyze the relationship between using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other drugs and substances with other health risks, such as unintentional injuries, violence, suicide, and sexual risk behaviors. 1b.HS2.8 |
| Local support services  | Identify community resources for substance use/abuse and how to help a person who is addicted. 1b.HS1.7 | Compare and contrast community resources for substance use/abuse to meet the needs of individuals and families affected by addiction. 1b.HS2.9   |
| Environmental Literacy  |   | Examine historical practices that increase the likelihood of substance use within communities. 1b.HS2.10   |
| Environmental Literacy  |   | Investigate the safe disposal and negative environmental impact of medicines, nicotine products, and other drugs. 1b.HS2.11  |

## Standard 1c: Family Life and Human Sexuality (E1)

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 [COMAR 13A.04.18.01D\(2\)\(e\)\(i\)](#).

| TOPIC                             | PREKINDERGARTEN  | KINDERGARTEN   | GRADE 1   | GRADE 2  |
|-----------------------------------|--|--|---|--|
| Healthy relationships and consent | Identify what is special about your family. 1c.P.1   | Identify that family is a group of people that support each other. 1c.K.1  | Describe differences in families. (e.g., single-parent, same-gender, intergenerational, cohabitating, adoptive, foster, etc.). 1c.1.1 | Explain why it is important to respect different kinds of families (e.g., single-parent, same-gender, intergenerational, cohabitating, adoptive, foster). 1c.2.1 |
|                                   | Recognize that family is a group of people that support each other. 1c.P.2   | Identify different types of families (e.g., single-parent, same-gender, intergenerational, cohabitating, adoptive, foster, etc.). 1c.K.2 | Identify healthy family and peer relationships. 1c.1.2  | Describe healthy family and peer relationships. 1c.2.2   |
|                                   | Recognize that there are different types of families (e.g., single-parent, same-gender, intergenerational, blended, interracial, adoptive, foster, etc.). 1c.P.3 | Recognize pro-social behaviors (e.g., helping others, being respectful of others, cooperation, and consideration). 1c.K.3                | Demonstrate how to communicate respect for someone's personal boundaries. 1c.1.3  | Demonstrate appropriate actions when someone says or does something that does not respect your personal boundaries. 1c.2.3                                       |
|                                   | Describe the characteristics of a friend. 1c.P.4   | Recognize that individuals have personal boundaries and bodily autonomy. 1c.K.4  |   | Practice communicating personal boundaries. 1c.2.4   |

| TOPIC                             | PREKINDERGARTEN   | KINDERGARTEN  | GRADE 1   | GRADE 2  |
|-----------------------------------|---|---|---|--|
| Healthy relationships and consent | Recognize that individuals have personal boundaries and bodily autonomy. 1c.P.5     |   |   |  |
| Gender identity and expression    | Recognize and respect that people express themselves in many different ways. 1c.P.6 | Recognize a range of ways people identify and express their gender. 1c.K.5  | Identify a range of ways people identify and express gender. 1c.1.4                                     | Demonstrate ways to treat people of all gender identities and expressions with dignity and respect. 1c.2.5 |
|                                   |   | Recognize it is important to treat people of all gender identities and expressions with dignity and respect. 1c.K.6 | Identify ways to treat people of all gender identities and expressions with dignity and respect. 1c.1.5 |  |

## Standard 1c: Family Life and Human Sexuality (E2)

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 [COMAR 13A.04.18.01D\(2\)\(e\)\(i\)](#).

All grade 4 and 5 content must be taught by the end of grade 5.

| TOPIC                                     | GRADE 3  | GRADE 4   | GRADE 5  |
|---|--|---|--|
| Healthy relationships and consent         | 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. 1c.3.1 | Identify parents, caregivers, or other trusted adults (e.g., counselors and other health care professionals) that students can talk with about relationships, puberty, and health. 1c.4.1 | Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, and sexual health. 1c.5.1 |
|   |  | Explain the relationship between consent, personal boundaries, and bodily autonomy. 1c.4.2  | Analyze the relationship between consent and personal boundaries. 1c.5.2   |
| Gender identity and expression            | Demonstrate ways to treat people of all gender identities and expressions with dignity and respect. 1c.3.2   |   |  |
| Sexual orientation and identity           |  | Identify sexual orientation as a person's physical and/or romantic attraction to an individual of the same and/or different gender. 1c.4.3  |  |
| Puberty and adolescent sexual development |  | Identify the physical, social, and emotional changes that occur during puberty. 1c.4.4  | Describe the physical, social, and emotional changes that occur during puberty. 1c.5.3   |
|   |  | Explain how the onset and progression of puberty varies considerably. 1c.4.5  | Summarize that the onset and progression of puberty varies considerably. 1c.5.4  |

| TOPIC                                     | GRADE 3 | GRADE 4  | GRADE 5  |
|---|---------|--|--|
| Puberty and adolescent sexual development |         | Identify human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.4.6 | Describe human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.5.5 |
|   |         |  | Describe how puberty prepares human bodies for the potential to reproduce. 1c.5.6  |
|   |         |  | Identify that reproduction requires that a sperm and egg join and implant. 1c.5.7  |

## Standard 1c: Family Life and Human Sexuality (MS)

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 [COMAR 13A.04.18.01D\(2\)\(e\)\(i\)](#).

| TOPIC                             | GRADE 6  | GRADE 7   | GRADE 8   |  |
|-----------------------------------|--|---|---|--|
| Healthy relationships and consent | Describe characteristics of healthy relationships. 1c.6.1                | Explain the characteristics of a healthy dating relationship. 1c.7.1  | Distinguish healthy relationships from unhealthy ones. 1c.8.1   |  |
|                                   | Describe healthy ways to express affection, love, and friendship. 1c.6.2 | Evaluate the impact of technology (e.g., use of smart phones and digital monitoring) and social media on communication and consent in relationships. 1c.7.2 | Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships. 1c.8.2 |  |
|                                   | Identify why individuals have the right to refuse sexual contact. 1c.6.3 |   | Explain why individuals have the right to refuse sexual contact. 1c.7.3   | Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. 1c.8.3         |
|                                   |  |   | Discuss what does and does not constitute sexual consent. 1c.7.4  | Summarize why individuals have the right to refuse sexual contact. 1c.8.4  |
|                                   |  |   |   | Analyze factors, including alcohol and other substances that can affect the ability to give or perceive consent to sexual activity. 1c.8.5 |
|                                   |  |   |   | Explain the importance of setting personal limits to avoid sexual risk behaviors. 1c.8.6   |



| TOPIC                             | GRADE 6   | GRADE 7   | GRADE 8  |
|-----------------------------------|---|---|--|
| Gender identity and expression    | Define sex assigned at birth, gender identity, and gender expression. 1c.6.4  | Compare sex assigned at birth and gender identity and explain how they may or may not differ. 1c.7.5  | Explain sex assigned at birth and gender identity and explain how they may or may not differ. 1c.8.7                                     |
| Sexual orientation and identity   | Explain sexual orientation. 1c.6.5  | Define sexual identity and explain a range of identities related to sexual orientation. 1c.7.6  | Describe sexual identity and explain a range of identities related to sexual orientation. 1c.8.8   |
| Harassment, teasing, and bullying | Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, and gender identity) are different from one's own. 1c.6.6 | Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, and gender identity). 1c.7.7 | Describe how intolerance can affect others when aspects of their sexuality are different from one's own. 1c.8.9                          |
|                                   |   | Identify strategies for respecting individual differences in sexual growth and development, or physical appearance. 1c.7.8  |  |
| Anatomy and physiology            | Identify human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.6.7  | Describe human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.7.9  | Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.8.10 |
|                                   | Describe conception and its relationship to the menstrual cycle and vaginal sex. 1c.6.8   | Describe menstruation, fertilization, and implantation. 1c.7.10   | Explain menstruation, fertilization, and implantation. 1c.8.11   |

| TOPIC         | GRADE 6 | GRADE 7  | GRADE 8  |
|---------------|---------|--|--|
| Sexual health |         | Identify ways to prevent pregnancy, including not having sex and effective use of contraceptives, including condoms. 1c.7.11 | Describe ways sexually active people can reduce the risk of pregnancy. 1c.8.12   |
|               |         | Describe ways sexually active people can reduce the risk of HIV, and other STIs. 1c.7.12                                     | Explain ways sexually active people can reduce the risk of HIV, and other STIs including condoms and preventative medications. 1c.8.13   |
|               |         | Identify solo, vaginal, anal, and oral sex along with possible outcomes of each. 1c.7.13                                     | Identify proper steps to using barrier methods correctly. 1c.8.14  |
|               |         | Describe how the effectiveness of condoms can reduce the risk of HIV, and other STIs. 1c.7.14                                | Describe the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STI/HIV prevention, testing, care, and treatment. 1c.8.15 |
|               |         | Describe the relationship between substance use and sexual risk behaviors. 1c.7.15   | Describe the factors that contribute to engaging in sexual risk behaviors including substance use. 1c.8.16   |
|               |         | Recognize racism and intersectionality and describe their impacts on sexual health 1c.7.16                                   | Identify racism and intersectionality and describe their impacts on sexual health 1c.8.17  |

| TOPIC                   | GRADE 6  | GRADE 7  | GRADE 8   |
|-------------------------|--|--|---|
| Sexually explicit media | Identify the impact sexually explicit media can have on one's body image, expectations about sex, relationships, and self-esteem. 1c.6.9   | Explain the impact sexually explicit media can have on one's body image, expectations about sex, relationships, and self-esteem. 1c.7.17   | Describe the state and federal laws that impact young people's sexual health and rights, ability to give and receive sexual consent, and engagement with sexually explicit media. 1c.8.18 |
|                         | Explain the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites. 1c.6.10 | Summarize the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites. 1c.7.18 | Analyze the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites. 1c.8.19          |

## Standard 1c: Family Life and Human Sexuality (HS)

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 [COMAR 13A.04.18.01D\(2\)\(e\)\(i\)](#).

| TOPIC                             | HIGH SCHOOL I  | HIGH SCHOOL II   |
|-----------------------------------|--|--|
| Healthy relationships and consent | Compare and contrast characteristics of healthy and unhealthy relationships. 1c.HS1.1  | Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence self-concept, body image, and self-esteem. 1c.HS2.1   |
|                                   | Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, sexual decision-making, and sexual health. 1c.HS1.2 | Describe effective ways to communicate consent, personal boundaries, and preferences as they relate to sexual behavior. 1c.HS2.2   |
|                                   | Justify the benefits of respecting individual differences in aspects of sexuality, growth and development, and physical appearance. 1c.HS1.3   | Evaluate the potentially positive and negative roles of technology and social media in relationships. 1c.HS2.3   |
|                                   | Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent. 1c.HS1.4  | Analyze factors that can influence the ability to give and receive sexual consent. 1c.HS2.4  |
|                                   | Identify factors that can influence the ability to give and receive sexual consent. 1c.HS1.5   |  |
| Gender identity and expression    | Differentiate between sex assigned at birth, gender identity, and gender expression. 1c.HS1.6  | Examine the impact of gender expression and gender identity on members of marginalized communities and analyze the intersectionality of race, culture, and gender for members of those communities. 1c.HS2.5 |
| Sexual orientation and identity   | Define sexual identity and explain a range of identities related to sexual orientation. 1c.HS1.7   | Differentiate between sexual orientation, sexual behavior, and sexual identity. 1c.HS2.6   |

| TOPIC                           | HIGH SCHOOL I   | HIGH SCHOOL II   |
|---------------------------------|---|--|
| Sexual orientation and identity | Identify how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions. 1c.HS1.8     | Analyze how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions. 1c.HS2.7 |
| Anatomy and physiology          | Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.HS1.9   | Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.HS2.8                                    |
|                                 | Summarize the relationship between the menstrual cycle and conception. 1c.HS1.10  |  |
| Sexual health                   | Identify sexual behaviors, including solo, vaginal, oral, and anal sex, that impact the risk of unintended pregnancy and potential transmission of STIs, including HIV. 1c.HS1.11 | Analyze ways systemic oppression and intersectionality impact the sexual agency of communities of color and other marginalized groups. 1c.HS2.9                              |
|                                 | Identify how systemic oppression and intersectionality impact the sexual health of communities of color and other marginalized groups. 1c.HS1.12                                  | Summarize common symptoms, or lack thereof, of and treatments for STIs, including HIV. 1c.HS2.10   |
|                                 | Describe common symptoms, or lack thereof, of and treatments for STIs, including HIV. 1c.HS1.13   | Demonstrate the steps to using barrier methods correctly (e.g. external and internal condoms and dental dams). 1c.HS2.11   |
|                                 | Explain the steps to using barrier methods correctly (e.g. external and internal condoms and dental dams). 1c.HS1.14  | Identify the efficacy of biomedical approaches to prevent STIs, including HIV (e.g., hepatitis B vaccine, HPV vaccine, and PrEP, PEP). 1c.HS2.12                             |
|                                 | Compare and contrast types of contraceptive and disease-prevention methods. 1c.HS1.15   | Summarize community services and resources related to sexual and reproductive health. 1c.HS2.13  |

| TOPIC                   | HIGH SCHOOL I  | HIGH SCHOOL II   |
|-------------------------|--|--|
| Sexual health           | Evaluate community services and resources related to sexual and reproductive health. 1c.HS1.16   | Explain the laws related to reproductive and sexual health care services (e.g. contraception, pregnancy options, safe surrender policies, prenatal care). 1c.HS2.14                    |
|                         | Identify the laws related to reproductive and sexual health care services (e.g. contraception, pregnancy options, safe surrender policies, prenatal care). 1c.HS1.17 |  |
| Sexually explicit media | Explain the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship. 1c.HS1.18                                 | Evaluate the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship. 1c.HS2.15  |
|                         | Explain federal and state laws that prohibit the creation, sharing, and viewing of sexually explicit media that includes minors. 1c.HS1.19                           | Analyze the federal and state laws that impact young people's sexual health rights, ability to give and receive sexual consent, and engagement with sexually explicit media. 1c.HS2.16 |

## Standard 1d: Safety and Violence Prevention (E1)

| TOPIC           | PREKINDERGARTEN  | KINDERGARTEN   | GRADE 1  | GRADE 2  |
|-----------------|--|--|--|--|
| Physical safety | Identify people who can help when someone is injured or suddenly ill. 1d.P.1 | Explain what to do if someone is injured or suddenly ill and how to call 911. 1d.K.1               | Recognize and follow basic safety rules related to sharp objects, bodily fluids, playgrounds, water, and electricity. 1d.1.1 | Identify ways to reduce injuries from firearms, falls, and fire. 1d.2.1                |
|                 | Identify safety rules in the home. 1d.P.2                                    | Identify proper safety for activities including biking, skateboarding, and riding in a car. 1d.K.2 | Describe the function of safety equipment (e.g. helmets, knee pads, and elbow pads.) 1d.1.2                                  | Describe how to safely ride a bike, a skateboard, a scooter, and inline skates. 1d.2.2 |
|                 |  | Identify escape routes at home and school. 1d.K.3  | Identify safety hazards in the community. 1d.1.3   | Identify ways to reduce the risk of injuries while riding in a motor vehicle. 1d.2.3   |
|                 |  | Identify ways to stay safe when riding in a vehicle or bus. 1d.K.4                                 |  | Identify ways to reduce injuries as a pedestrian 1s.2.4                                |
|                 |  |  |  | Identify safety procedures to follow if in the presence of a firearm. 1d.2.5           |
|                 |  |  |  | Model actions that help one to stay safe around strangers. 1d.2.6                      |

| TOPIC                | PREKINDERGARTEN   | KINDERGARTEN   | GRADE 1   | GRADE 2  |
|----------------------|---|--|---|--|
| Physical safety      |   |  |   | Describe actions that help one to stay safe around familiar people. 1d.2.7   |
| Relationships        | Describe healthy families, healthy family environments, and healthy relationships. 1d.P.3 | Identify appropriate displays of affection between people and in a variety of situations, including physical touch and verbal interactions. 1d.K.5 | Identify words and actions that appropriately express affection or other positive feelings toward trusted adults and other important people. 1d.1.4 | Identify words and actions that appropriately express affection/positive feelings toward trusted adults and other important people. 1d.2.8                   |
| Safety around people | Identify rules about strangers. 1d.P.4  | Explain actions that help one to stay safe around strangers. 1d.K.6  | Practice actions that help one to stay safe around strangers. 1d.1.5  | Model ways to tell someone when feeling unsafe. 1d.2.9   |
|                      |   | Identify how to respond when asked to keep an uncomfortable secret. 1d.K.7   | Identify how familiar people or people in authority can help or harm children. 1d.1.6   | Explain how familiar people or people in authority can help or harm children. 1d.2.10  |
|                      |   |  | Demonstrate refusal skills and other ways to take action if someone is making you feel uncomfortable, unsafe, or disrespected. 1d.1.7               | Identify appropriate interactions with community helpers (e.g., nurses, teachers, police officers, and crossing guards) in roles that help children. 1d.2.11 |
|                      |   |  | Explain the difference between secrets and surprises. 1d.1.8  | Demonstrate what to do when asked to keep an uncomfortable secret. 1d.2.12   |



| TOPIC                  | PREKINDERGARTEN  | KINDERGARTEN   | GRADE 1  | GRADE 2   |
|------------------------|--|--|--|---|
| Trusted adults         | Identify trusted adults or helpers who can provide help with feelings and solving problems. 1d.P.5                 | Demonstrate the ability to seek help from trusted adults. 1d.K.8                               | Identify and access adults who can help children. 1d.1.9   | Explain the importance of sharing all information with parents, guardians, or trusted adults. 1d.2.13                                     |
|                        |  | Practice talking to adults about personal safety and feelings. 1d.K.9                          | Explain the importance of sharing all information with parents/guardians/trusted adults. 1d.1.10   | Practice telling trusted adults about feelings. 1d.2.14   |
| Technology safety      | Identify personal information and when to share it with other people. 1d.P.6                                       | Identify personal information and when to share it with other people. 1d.K.10                  | Identify appropriate boundaries when using technology and the internet. 1d.1.11  | Explain appropriate boundaries when using technology and the internet. 1d.2.15  |
| Boundaries and consent | Identify personal boundaries. 1d.P.7   | Identify age-appropriate privacy as well as setting and respecting healthy boundaries. 1d.K.11 | Analyze age-appropriate privacy as well as setting and respecting healthy boundaries online and face-to-face. 1d.1.12  | Demonstrate age-appropriate privacy as well as setting and respecting healthy boundaries while using technology and face-to-face. 1d.2.16 |
|                        | Identify everyone has the right to tell others not to touch their body when they do not want to be touched. 1d.P.8 |  | 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. 1d.1.13 |   |

| TOPIC                  | PREKINDERGARTEN   | KINDERGARTEN   | GRADE 1  | GRADE 2  |
|------------------------|---|--|--|--|
| Private parts          | Identify parts of the body that are private of self or others. 1d.P.9 | Identify parts of the body that are private of self or others. 1d.K.12 | Identify parts of the body that are private on self or others. 1d.1.14                   | Identify parts of the body that are private on self or others. 1d.2.17                   |
| Compassion for victims |   |  | Explain that it is never a person's fault if someone causes them to feel unsafe. 1d.1.15 | Explain that it is never a person's fault if someone causes them to feel unsafe. 1d.2.18 |

## Standard 1d: Safety and Violence Prevention (E2)

| TOPIC                    | GRADE 3  | GRADE 4  | GRADE 5   |
|--------------------------|--|--|---|
| Safety and injuries      | Identify examples of dangerous or risky behaviors that might lead to injuries. 1d.3.1  | List ways to prevent injuries in the community. 1d.4.1   | Summarize safety rules for the home, vehicles, and community. 1d.5.1  |
|                          | Explain what to do if someone is injured or suddenly ill. 1d.3.2   | Identify ways to reduce injuries from animals and insect bites and stings. 1d.4.2  | List examples of dangerous or risky behaviors that might lead to injuries. 1d.5.2                           |
|                          | List ways to prevent injuries at home. 1d.3.3  | Identify safety precautions for playing and working outdoors in different kinds of weather and climates. 1d.4.3  | Identify ways to reduce risk of injuries around water. 1d.5.3   |
|                          |  |  | Identify ways to protect vision and hearing from injury. 1d.5.4   |
| Accessing trusted adults | Explain the importance of sharing all information with parents, guardians, or trusted adults. 1d.3.4   | Explain the importance of sharing all information with parents, guardians, or trusted adults. 1d.4.4   | Explain the importance of sharing all information with parents, guardians, or trusted adults. 1d.5.5        |
|                          | Identify words and actions that appropriately express affection or other positive feelings toward trusted adults and other important people or people of authority. 1d.3.5 | Create a list of trusted people/community resources to notify or contact if sexual mistreatment, grooming, harassment, abuse, assault, and/or exploitation occur. 1d.4.5 | Create a list of trusted people/community resources to notify or contact if assault or abuse occurs. 1d.5.6 |

| TOPIC                       | GRADE 3   | GRADE 4  | GRADE 5   |
|-----------------------------|---|--|---|
| Accessing trusted adults    |   | <p>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. 1d.4.6</p> |   |
|                             |   | <p>Identify words and actions that appropriately express affection or other positive feelings toward trusted adults and other important people. 1d.4.7</p>                         |   |
| Discrimination and violence | Explain strategies to avoid physical fighting and violence. 1d.3.12 | <p>Identify how participation in gangs and hate groups can lead to violence. 1d.4.13</p>   | Describe how participation in gangs and hate groups can lead to violence. 1d.5.12 |
|                             |   | <p>Identify that a gang is a group of people involved in wrongful or delinquent activities. 1d.4.14</p>  |   |
|                             |   | <p>Identify that a hate group is a type of gang that claims their identity is superior to that of others and does not value the human rights of all people. 1d.4.15</p>            |   |
|                             |   | <p>Describe safety procedures to follow if in the presence of a firearm. 1d.4.16</p>   |   |

| TOPIC   | GRADE 3   | GRADE 4  | GRADE 5  |
|---|---|--|--|
| Safety, abuse and assault                         | Describe strategies to follow when approached by a stranger in a variety of situations. 1d.3.13   |  | Demonstrate refusal skills and other ways to take action if someone is talking to you or touching you in a way that makes you feel uncomfortable, unsafe, or disrespected. 1d.5.13 |
|   | Explain how familiar people or people in authority can help or harm children. 1d.3.14   |  | Define sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.5.14  |
|   | Identify behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.3.15   |  | Identify strategies to respond to sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.5.15   |
| Bystander intervention and compassion for victims | Demonstrate how a positive bystander is able to access help from a police officer, teacher, nurse, school counselor, parent, guardian, or another trusted adult to help a friend who is feeling unsafe, uncomfortable, or disrespected. 1d.3.16 | Demonstrate what to say and do when witnessing or experiencing something that feels uncomfortable, unsafe, or disrespectful. 1d.4.17 | Demonstrate what to say and do when witnessing or experiencing potentially harmful or unsafe situations. 1d.5.16   |
|   | Explain that it is never a person's fault if someone causes them to feel unsafe. 1d.3.17  | Explain that it is never a person's fault if someone causes them to feel unsafe. 1d.4.18   | Explain that sexual mistreatment, grooming, harassment, abuse, assault, and exploitation are never the fault of the victim. 1d.5.17  |

## Standard 1d: Safety and Violence Prevention (MS)

| TOPIC                  | GRADE 6  | GRADE 7   | GRADE 8   |
|------------------------|--|---|---|
| Safety and injuries    |  |   | Describe first response procedures needed to treat injuries and other emergencies. 1d.8.1   |
|                        |  |   | Identify ways to reduce the risk of injury in a motor vehicle (substance use, distracted driving, seat belts, etc.). 1d.8.2                 |
| Technology safety      | Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others. 1d.6.1 | Analyze the impact of media influences on harassing and intimidating behaviors. 1d.7.1  | Identify how to use technology and social media safely and respectfully and laws pertaining to the dissemination of intimate images. 1d.8.3 |
|                        | Describe the positive and negative ways in which technology and social media can impact physical and emotional safety. 1d.6.2  | Recognize the inappropriate use of technology as it relates to harassment, stalking, and other intimidating behaviors. 1d.7.2 |   |
| Boundaries and consent | Demonstrate effective ways to express needs, wants, and feelings, including the setting of and respecting of personal limits and boundaries. 1d.6.3                            | Explain why individuals have the right to refuse sexual contact. 1d.7.3   | Distinguish between appropriate and inappropriate verbal and/or non-verbal interactions. 1d.8.4   |

| TOPIC                       | GRADE 6   | GRADE 7   | GRADE 8   |
|-----------------------------|---|---|---|
| Boundaries and consent      | Identify individuals have the right to refuse sexual contact. 1d.6.4  |   | Explain the importance of setting and respecting personal limits/boundaries. 1d.8.5                                 |
|                             |   |   | Describe why individuals have the right to refuse sexual contact. 1d.8.6  |
|                             |   |   | Define affirmative consent. 1d.8.7  |
|                             |   |   | Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. 1d.8.8 |
| Discrimination and violence | Determine the benefits of using non-violence to solve interpersonal conflict. 1d.6.5  | Describe helping behaviors that prevent violence. 1d.7.4  | Summarize how participation in gangs and hate groups can lead to violence. 1d.8.9                                   |
|                             | Examine and model appropriate, respectful, and healthy ways to express affection, love, and friendship between people and in various situations. 1d.6.6 | Analyze the influence of peer groups as they relate to harassing and intimidating behaviors. 1d.7.5 | Explain how intolerance can lead to violence. 1d.8.10   |
|                             | Describe ways to reduce risk of injuries from firearms. 1d.6.7  | Analyze how situations and/or impulsive behaviors can lead to violence. 1d.7.6                      |   |

| TOPIC                       | GRADE 6  | GRADE 7  | GRADE 8  |
|-----------------------------|--|--|--|
| Discrimination and violence | Defend against teasing others based on personal characteristics such as body type, race, gender, appearance, mannerisms, and the way one dresses or acts. 1d.6.8 | Identify a variety of non-violent ways to respond to stress when angry or upset. 1d.7.7  |  |
|                             |  | Analyze techniques that are used to coerce or pressure someone to use violence. 1d.7.8   |  |
|                             |  | Describe how prejudice, discrimination, and bias can lead to violence and identify strategies for intervention. 1d.7.9   |  |
| Abuse and assault           | Identify and describe healthy relationships between children and others (e.g., persons in authority, coaches, teachers, and clergy). 1d.6.9                      | Identify power differences in relationships between potential abusers and their victims. 1d.7.10   | Identify situations including domestic violence where physical, emotional, verbal, or sexual abuse occurs in a person's family. 1d.8.11                    |
|                             | Identify verbal and/or non-verbal actions that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.6.10                   | Identify a source of support that a student can go to if they or someone they know is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 1d.7.11 | Describe situations and behaviors that constitute sexual mistreatment grooming, harassment, abuse, assault, exploitation, and boundary violations. 1d.8.12 |



| TOPIC   | GRADE 6  | GRADE 7   | GRADE 8  |
|---|--|---|--|
| Abuse and assault                                 |  | Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human trafficking that are designed to protect young people. 1d.7.12 |  |
| Trusted adults and responding to safety threats   |  | Identify the process of reporting incidents of harassment, stalking, and other intimidating behaviors. 1d.7.13  | List qualities of an adult whom a student can rely upon for support. 1d.8.13   |
|   |  |   | Identify a source of support that a student can go to if they or someone they know is being abused or assaulted. 1d.8.14           |
|   |  |   | Demonstrate the ability to recognize and respond to situations that threaten sexual health safety. 1d.8.15                         |
| Bystander intervention and compassion for victims | Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, discrimination, and violence. 1d.6.11 | Demonstrate ways to be a positive bystander by responding or reporting if someone is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 1d.7.14                           | Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1d.8.16 |

| TOPIC   | GRADE 6   | GRADE 7  | GRADE 8  |
|---|---|--|--|
| Bystander intervention and compassion for victims | Explain that it is never the fault of a person if they are made to feel unsafe. 1d.6.12 | Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1d.7.15 | Defend the need to empower and support people who experience racism, harassment, or abuse. 1d.8.17 |
|   |   | Identify the need to empower and support people who experience racism, harassment, or abuse. 1d.7.16                               |  |

## Standard 1d: Safety and Violence Prevention (HS)

| TOPIC                       | HIGH SCHOOL I   | HIGH SCHOOL II   |
|-----------------------------|---|--|
| Responding to emergencies   | Explain accepted procedures for basic first aid and emergency care. 1d.HS1.1  | Examine the ways in which emergency response varies based on sociocultural and socio-political factors such as race, income, ethnicity, gender, community type (rural, urban & suburban). 1d.HS2.1 |
|                             | Practice hands-only cardiopulmonary resuscitation and the use of automated external defibrillators. 1d.HS1.2  |  |
| Technology safety           | Describe strategies to use social media and technology safely and respectfully. 1d.HS1.3  | Analyze the impact of media influences on discrimination, implicit bias, racism, intimidating behaviors, and violence. 1d.HS2.2  |
|                             | Describe examples of discrimination, implicit bias, intimidating behaviors, and harassment in media. 1d.HS1.4   |  |
|                             | Differentiate between healthy and unhealthy use of technology including social media, messaging and phones as it relates to harassment and intimidating behaviors. 1d.HS1.5 |  |
| Discrimination and violence | Assess ways to deter bullying, sexual harassment, and racism. 1d.HS1.6  | Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes. 1d.HS2.3   |
|                             | Analyze how physical, social, cultural, and emotional environments may contribute to violence. 1d.HS1.7   | Analyze how involvement in gangs and hate crimes contribute to violence. 1d.HS2.4  |
|                             | Practice effective communication to request that bullying, sexual harassment, and racism stop. 1d.HS1.8   | Advocate for safe environments that encourage dignified, respectful, and appropriate behavior. 1d.HS2.5  |

| TOPIC   | HIGH SCHOOL I  | HIGH SCHOOL II  |
|---|--|---|
| Discrimination and violence                       | Examine the influence of peer groups as they relate to harassing and intimidating behaviors. 1d.HS1.9  | Identify the influence of power and cultural differences on interpersonal relationships. 1d.HS2.6   |
| Consent   | Define and identify affirmative consent, sexual coercion, boundary violations, and situations when an individual can and cannot give consent. 1d.HS1.10  |   |
| Abuse and assault                                 | Summarize situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking. 1d.HS1.11   | Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, child sexual abuse images (child pornography), and human sex trafficking that are designed to protect young people. 1d.HS2.7 |
|   | Identify multiple ways to report bullying, sexual harassment, racism, and other violent behaviors. 1d.HS1.12   | Examine multiple ways to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human sex trafficking. 1d.HS2.8  |
|   |  | Investigate community resources for victims of sexual violence. 1d.HS2.9  |
| Bystander intervention and compassion for victims | Demonstrate ways in which a positive bystander could respond to a situation when they or someone else is being sexually mistreated, groomed, harassed, abused, assaulted and/or exploited. 1d.HS1.13 | Advocate for the innocence of a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 1d.HS2.10  |
|   | Analyze group norms and shared understandings that impact the role of a bystander. 1d.HS1.14   | Investigate the impact that group norms and the shared understandings related to bystander intervention have on health outcomes. 1d.HS2.11  |

| TOPIC   | HIGH SCHOOL I  | HIGH SCHOOL II |
|---|--|----------------|
| Bystander intervention and compassion for victims | Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1d.HS1.15 |                |

## Standard 1e: Healthy Eating (E1)

| TOPIC                           | PREKINDERGARTEN  | KINDERGARTEN  | GRADE 1   | GRADE 2  |
|---------------------------------|--|---|---|--|
| Nutritious foods and beverages  | Identify that water is important for the body. 1e.P.1  | Identify the benefits of drinking water. 1e.K.1   | Identify the benefits of drinking water. 1e.1.1   | Describe the benefits of drinking water versus other beverages. 1e.2.1                               |
|                                 | State the benefits of trying new foods. 1e.P.2   | Identify the benefits of trying new foods. 1e.K.2   | Describe the benefits of trying new foods and the importance of respecting the food choices of others. 1e.1.2   | Explain the benefits of trying new foods and respecting the food choices of others. 1e.2.2           |
|                                 | Identify foods that contain helpful nutrients. 1e.P.3  | Identify a variety of nutritious foods and beverages and recognize that foods are categorized into groups. 1e.K.3 | Identify nutritious choices from each food group. 1e.1.3  | Explain the importance of choosing nutritious foods and beverages from different food groups. 1e.2.3 |
| Eating patterns                 | Identify body signals that tell a person when they are hungry and when they are full. 1e.P.4 | Describe body signals that a person is hungry and full. 1e.K.4  | Summarize signals that a person is hungry and full. 1e.1.4  | Describe how different food groups work together to help us feel hungry or full. 1e.2.4              |
| Moderation and “all foods fit.” | Describe why the body needs food. 1e.P.5   | Explain how food affects the body. 1e.K.5   | Identify eating patterns that provide energy and help the body grow, develop and perform different jobs. 1e.1.5 | Describe eating patterns that provide energy and help the body grow and develop. 1e.2.5              |

| TOPIC                           | PREKINDERGARTEN | KINDERGARTEN  | GRADE 1  | GRADE 2  |
|---------------------------------|-----------------|---|--|--|
| Moderation and “all foods fit.” |                 | Recognize that eating in regular increments helps a person’s body. 1e.K.6 | Describe the benefits of eating breakfast. 1e.1.6                          | Describe how eating breakfast helps a person think, work, and play. 1e.2.6   |
|                                 |                 |   | Define the concept of moderation and the idea that “all foods fit.” 1e.1.7 | Describe the concept of moderation and the idea that “all foods fit.” 1e.2.7 |

## Standard 1e: Healthy Eating (E2)

| TOPIC                          | GRADE 3   | GRADE 4   | GRADE 5  |
|--------------------------------|---|---|--|
| Nutritious foods and beverages | Identify the food groups and nutritious food choices from each. 1e.3.1                              | Explain the importance of eating a variety of nutritious foods. 1e.4.1                                | Identify nutrients that should be consumed daily. 1e.5.1   |
|                                | Identify the roles that nutrients play in a person's body. 1e.3.2                                   | Identify the benefits of eating a wide variety of foods as they relate to nutrient categories. 1e.4.2 | Describe how different types of food work together to deliver nutrients to parts of the body. 1e.5.2 |
|                                | Describe the benefits of eating a variety of nutritious foods. 1e.3.3                               | Summarize the benefits of eating a variety of nutritious foods. 1e.4.3                                |  |
| Water                          | State the benefits of drinking water versus other beverages. 1e.3.4                                 | Explain the benefits of drinking water versus other beverages. 1e.4.4                                 | Summarize the benefits of drinking water versus other beverages. 1e.5.3                              |
|                                | Describe nutritious eating patterns and the importance of consistent meals and snacks. 1e.3.5       | Explain nutritious eating patterns and the importance of consistent meals and snacks. 1e.4.5          | Construct a nutritious eating plan utilizing school lunch and restaurant menus. 1e.5.4               |
| Moderation and "all foods fit" | Explain the benefits of eating in moderation and in line with the idea that "all foods fit." 1e.3.6 | Analyze the benefits of eating in moderation and in line with the idea that "all foods fit." 1e.4.6   | Evaluate the benefits of eating in moderation and in line with the idea that "all foods fit." 1e.5.5 |



## Standard 1e: Healthy Eating (MS)

| TOPIC                          | GRADE 6   | GRADE 7   | GRADE 8  |
|--------------------------------|---|---|--|
| Nutritious foods and beverages | Describe the U.S. Dietary Guidelines for Americans. 1e.6.1  | Explain why the recommended amount of food and food group portions vary by individual. 1e.7.1 | Identify every individual has unique nutrition needs and identify strategies to maximize nutrition. 1e.8.1 |
|                                | Summarize the benefits of eating plenty of fruits, vegetables, and whole grains. 1e.6.2                         | Summarize a variety of nutritious food choices for each food group. 1e.7.2                    | Summarize the benefits of consuming nutritious foods and the idea that “all foods fit.” 1e.8.2             |
|                                | Summarize the benefits of drinking water. 1e.6.3  | Explain the benefit of nutritious foods and the idea that “all foods fit.” 1e.7.3             |  |
|                                | Identify foods that are high in fiber, iron, and calcium. 1e.6.4  |   |  |
|                                | Describe the benefits of consuming foods high in fiber, iron and calcium. 1e.6.5                                |   |  |
|                                | Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium. 1e.6.6 |   |  |
| Sugar Sweetened Beverages      | Identify a variety of sugar-sweetened beverages. 1e.6.7   | Examine <i>added</i> sugar content in beverages. 1e.7.4                                       | Explain the importance of limiting the consumption of sugar-sweetened beverages. 1e.8.3                    |

| TOPIC                     | GRADE 6  | GRADE 7   | GRADE 8  |
|---------------------------|--|---|--|
| Sugar Sweetened Beverages | Identify the importance of limiting the consumption of sugar-sweetened beverages. 1e.6.8 |   |  |
| Food choices              |  | Explain the relationship between access to foods and personal food choices. 1e.7.5                              | Practice making balanced choices when choosing a meal. 1e.8.4  |
|                           |  | Summarize the benefits of limiting the consumption of trans fat, saturated fat, added sugar, and sodium. 1e.7.6 | Identify food preparation and production methods and their impact on nutrients in foods. 1e.8.5                |
| Nutrition facts label     | Identify the importance of a nutrition facts label. 1e.6.9                               | Analyze a nutrition facts label to identify foods that are high in sodium and added sugar. 1e.7.7               | Compare and contrast fruits, vegetables, and whole grains using a nutrition facts label. 1e.8.6                |
|                           | Identify the components of a nutrition facts label. 1e.6.10                              | Explain the significance of reading a nutrition facts label ingredient list. 1e.7.8                             | Summarize the significance of reading a nutrition facts label and the concept of balance or moderation. 1e.8.7 |
|                           |  |   | Describe the benefits of limiting the consumption of added sugar, sodium, and processed food. 1e.8.8           |

## Standard 1e: Healthy Eating (HS)

| TOPIC                          | HIGH SCHOOL I  | HIGH SCHOOL II  |
|--------------------------------|--|---|
| Nutritious foods and beverages | Distinguish between foods and beverages that provide key nutrients versus those that contain few essential nutrients. 1e.HS1.1 | Utilize the U.S. Dietary Guidelines for Americans to plan a balanced eating routine. 1e.HS2.1   |
| Sugar sweetened beverages      | Describe the benefits of limiting the consumption of sugar-sweetened beverages. 1e.HS1.2                                       |   |
| Food Choices                   | Describe the relationship between personal eating behaviors and overall personal health. 1e.HS1.3                              | Summarize the importance of balanced eating and physical activity in optimizing personal health. 1e.HS2.2   |
|                                | Summarize how to make balanced food selections when dining out. 1e.HS1.4   | Describe the impact of food production and preparation methods on food nutrient value. 1e.HS2.3   |
|                                | Analyze various eating patterns and their impact on personal health. 1e.HS1.5  | Explain how to incorporate eating a variety of nutrient-dense foods to meet daily nutrient requirements. 1e.HS2.4                                       |
|                                | Examine the harmful effects of using certain weight-loss measures. 1e.HS1.6  |   |
| Nutrition facts labels         | Demonstrate the ability to read and compare nutrition facts labels. 1e.HS1.7   | Evaluate similar food choices using nutrition facts labels. 1e.HS2.5  |
| Environmental literacy         |  | Analyze how food choices impact the environment. 1e.HS2.6   |
| Food Access                    | Investigate how food access impacts food choices and health outcomes 1e.HS1.8  | Evaluate the role of community food access and determine community-level support or action. 1e.HS2.7  |
|                                |  | Explain the impact of food access and targeted marketing on different communities including the psychological, personal, and economic effects. 1e.HS2.8 |

## Standard 1f: Disease Prevention and Control (E1)

| TOPIC              | PREKINDERGARTE   | KINDERGARTEN   | GRADE 1  | GRADE 2   |
|--------------------|--|--|--|---|
| Disease            |  | Identify potential food and non-food triggers that are common causes of allergic reactions. 1f.K.1 |  | Describe potential causes and symptoms of allergic reactions. 1f.2.1                        |
| Disease prevention | Identify the steps for proper handwashing. 1f.P.1  | Identify the steps for proper handwashing. 1f.K.2  | Describe the importance of handwashing and covering a cough or sneeze to prevent the spread of germs. 1f.1.1 | Identify basic universal precautions. 1f.2.2  |
| Hygiene            | Identify personal health care practices. 1f.P.2  | Identify personal health care practices. 1f.K.3  | Identify why hygiene is important to health. 1f.1.2  | Explain why hygiene is important to health. 1f.2.3  |
| Food and illness   |  | Identify food can contain germs that can cause illness. 1f.K.4                                     | Identify food safety practices. 1f.1.3   | Identify food safety strategies that can control germs that cause foodborne illness. 1f.2.4 |
| Teeth              | Recognize that brushing and flossing teeth is essential to do at least twice daily. 1f.P.3 | Identify the proper steps for daily brushing and flossing teeth. 1f.K.5                            | Describe the proper steps for daily brushing and flossing teeth. 1f.1.4                                      |   |
| Sun                |  |  | List ways to prevent harmful effects of the sun. 1f.1.5  | Explain how to protect one's skin and other parts of the body from the sun. 1f.2.5          |

| TOPIC | PREKINDERGARTE  | KINDERGARTEN  | GRADE 1 | GRADE 2   |
|-------|---|---|---------|---|
| Sleep | Identify why sleep and rest are important for proper growth and good health. 1f.P.4 | Identify why sleep and rest are important for proper growth and good health. 1f.K.6 |         | Describe why sleep and rest are important for proper growth and good health. 1f.2.6 |

## Standard 1f: Disease Prevention and Control (E2)

| TOPIC              | GRADE 3   | GRADE 4  | GRADE 5   |
|--------------------|---|--|---|
| Disease Prevention | Describe ways to prevent the spread of germs that cause infectious diseases. 1f.3.1 |  | Explain how universal precautions are effective ways to prevent many infectious diseases. 1f.5.1    |
| Hygiene            | Recognize the benefits of personal health care practices. 1f.3.2                    | Describe the benefits of personal health care practices. 1f.4.1  | Summarize the benefits of personal health care practices. 1f.5.2                                    |
| Food and illness   |   | Describe how to keep food safe from harmful germs including how to avoid cross-contamination. 1f.4.2   |   |
| Sun                | Describe ways to prevent harmful effects of the sun. 1f.3.3                         |  |   |
| Sleep              |   | Explain why sleep and rest are important for proper growth and good health. 1f.4.3   |   |
| Disease            |   | Identify symptoms that are associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and others. 1f.4.4 | Describe the difference between infectious and non-infectious diseases. 1f.5.3                      |
|                    |   |  | Describe ways that common infectious diseases are transmitted. 1f.5.4                               |
|                    |   |  | Describe the symptoms of someone who is seriously ill and needs immediate medical attention. 1f.5.5 |

| TOPIC   | GRADE 3 | GRADE 4 | GRADE 5  |
|---------|---------|---------|--|
| Disease |         |         | Describe the importance of seeking help and treatment for common infectious diseases. 1f.5.6 |

## Standard 1f: Disease Prevention and Control (MS)

| TOPIC              | GRADE 6  | GRADE 7   | GRADE 8   |
|--------------------|--|---|---|
| Disease            | Explain the difference between infectious and noninfectious diseases. 1f.6.1       |   | Demonstrate how to seek help and treatment for common infectious diseases and chronic diseases. 1f.8.1  |
| Chronic diseases   |  | Explain the behavioral and environmental factors that contribute to chronic diseases including cancer, cardiovascular disease, and diabetes. 1f.7.1 |   |
| Disease Prevention | Summarize ways that common infectious diseases are transmitted. 1f.6.2             | Explain the relationship between intravenous drug use and transmission of infections such as HIV and hepatitis. 1f.7.2                              | Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact. 1f.8.2 |
|                    | Explain ways to prevent the spread of germs that cause infectious diseases. 1f.6.3 | Identify how the most common Sexually Transmitted Infections (STIs) are transmitted. 1f.7.3   | Explain transmission methods of common sexually transmitted infections (STIs). 1f.8.3   |



| TOPIC              | GRADE 6   | GRADE 7   | GRADE 8  |
|--------------------|---|---|--|
| Disease Prevention |   | Describe ways to decrease the spread of STIs including HIV through abstinence, using condoms consistently and correctly when having sex, reducing one's number of sexual partners, and practicing universal precautions. 1f.7.4 | Summarize ways to decrease the spread of STIs including HIV through abstinence, using condoms consistently and correctly when having sex, and practicing universal precautions. 1f.8.4 |
|                    |   | Describe the typical signs, symptoms, consequences, and treatment of common STIs including HIV. 1f.7.5  | Describe the typical signs, symptoms, consequences, and treatment of STIs including HIV. 1f.8.5  |
| Hygiene            | Identify the benefits of good hygiene practices for promoting health. 1f.6.4                              | Explain the benefits of good hygiene practices for promoting health. 1f.7.6   | Summarize the benefits of good hygiene practices for promoting health. 1f.8.6  |
| Sleep              | Recognize the benefits of getting adequate rest and sleep. 1f.6.5   |   | Summarize the benefits of getting adequate rest and sleep. 1f.8.7  |
| Sun                | Summarize actions to take to protect one's skin against potential damage from exposure to the sun. 1f.6.6 | Explain why it is important to protect oneself against potential skin damage from exposure to the sun. 1f.7.7   |  |

## Standard 1f: Disease Prevention and Control (HS)

| TOPIC              | HIGH SCHOOL I  | HIGH SCHOOL II   |
|--------------------|--|--|
| Disease            | Analyze the factors that contribute to the major chronic diseases such as heart disease, cancer, diabetes, hypertension, osteoporosis, and skin cancer. 1f.HS1.1 | Evaluate factors that contribute to major chronic diseases including, race, economic status, and access to services. 1f.HS2.1  |
| Disease Prevention | Summarize personal strategies for reducing diseases that affect the health of adolescents. 1f.HS1.2  | Evaluate important health screenings and assessments, immunizations, checkups, and examinations to maintain good health. 1f.HS2.2                                    |
|                    | Explain the importance of STI and HIV testing and counseling if one is sexually active. 1f.HS1.3   | Explain why it is important to know the STI/HIV status of oneself and of a potential sexual partner. 1f.HS2.3  |
|                    | Summarize common symptoms (or lack thereof) of STIs, including HIV, as well as treatments for these infections. 1f.HS1.4   | Evaluate the roles of the individual and society in disease prevention. 1f.HS2.4   |
|                    | Summarize how infectious diseases, including HIV, STIs, foodborne illnesses, and common illnesses, are transmitted and prevented. 1f.HS1.5                       | Examine society's historical impact on investigating the prevalence and treatment of disease in communities based on race, sexual orientation, and culture. 1f.HS2.5 |
| Sleep              | Analyze the personal physical, emotional, mental, social, educational, and vocational performance benefits of rest and sleep. 1f.HS1.6                           | Examine the potential causes for sleep disparities. 1f.HS2.6   |
| Sun and fads       | Summarize the symptoms and prevention of skin cancer. 1f.HS1.7   | Summarize the potential health and social consequences of popular fads or trends such as tanning beds, body piercing, and tattooing. 1f.HS2.7                        |

| TOPIC                  | HIGH SCHOOL I  | HIGH SCHOOL II   |
|------------------------|--|--|
| Organ donation         |  | Analyze choices related to organ donation. 1f.HS2.8  |
| Environmental literacy | Examine the impact of human-induced environmental change on health and wellbeing. 1f.HS1.8 | Analyze the disproportionate health impact of human-induced environmental change in communities.1f.HS2.9 |

## Standard 2: Analyzing Influences

| PRE-K-2 (E1)   | 3-5 (E2)  | 6-8 (MS)  | 9-12 (HS)  |
|--|---|---|--|
| Identify how the family influences personal health practices and behaviors. 2.E1.a         | Describe how the family influences personal health practices and behaviors. 2.E2.a                | Examine how the family influences the health of adolescents. 2.MS.a                             | Analyze how family influences the health of individuals. 2.HS.a                                  |
| Identify what the school can do to support personal health practices and behaviors. 2.E1.b | Identify the influence of culture on health practices and behaviors. 2.E2.b                       | Describe the influence of culture on health beliefs, practices, and behaviors. 2.MS.b           | Analyze how the culture supports and challenges health beliefs, practices, and behaviors. 2.HS.b |
| Describe how the media can influence health behaviors. 2.E1.c                              | Identify how peers can influence healthy and unhealthy behaviors. 2.E2.c                          | Describe how peers influence healthy and unhealthy behaviors. 2.MS.c                            | Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c                              |
|  | Describe how the school and community can support personal health practices and behaviors. 2.E2.d | Analyze how the school and community can affect personal health practices and behaviors. 2.MS.d | Evaluate how the school and community can impact personal health practices and behaviors. 2.HS.d |
|  | Explain how media influences thoughts, feelings, and health behaviors. 2.E2.e                     | Analyze how messages from media influence health behaviors. 2.MS.e                              | Evaluate the effect of media on personal and family health. 2.HS.e                               |
|  | Describe ways that technology can influence personal health. 2.E2.f                               | Analyze the influence of technology on personal and family health. 2.MS.f                       | Evaluate the impact of technology on personal, family and community health. 2.HS.f               |
|  |   | Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g          | Analyze how the perceptions of norms influence healthy and unhealthy behaviors. 2.HS.g           |

| PRE-K-2 (E1) | 3-5 (E2) | 6-8 (MS)   | 9-12 (HS)  |
|--------------|----------|--|--|
|              |          | <p>Explain the influence of personal values and beliefs on individual health practices and behaviors. 2.MS.h</p>       | <p>Analyze the influence of personal values and beliefs on individual health practices and behaviors. 2.HS.h</p>                   |
|              |          | <p>Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.MS.i</p> | <p>Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.HS.i</p>              |
|              |          | <p>Explain how school and public health policies can influence health promotion and disease prevention. 2.MS.j</p>     | <p>Analyze how public health policies and government regulations can influence health promotion and disease prevention. 2.HS.j</p> |

## Standard 3: Accessing Information

| PRE-K-2 (E1)  | 3-5 (E2)  | 6-8 (MS)   | 9-12 (HS)  |
|---|---|--|--|
| Identify trusted adults and professionals who can help promote health. 3.E1.a | Identify characteristics of valid health information, products, and services. 3.E2.a            | Analyze the validity of health information, products, and services. 3.MS.a | Evaluate the validity of health information, products, and services. 3.HS.a                  |
| Identify ways to locate school and community health helpers. 3.E1.b           | Locate resources from home, school, and community that provide valid health information. 3.E2.b | Access valid health information from home, school, and community. 3.MS.b   | Use resources from home, school, and community that provide valid health information. 3.HS.b |
|   |   | Determine the accessibility of products that enhance health. 3.MS.c        | Determine the accessibility of products and services that enhance health. 3.HS.c             |
|   |   | Describe situations that may require professional health services. 3.MS.d  | Determine when professional health services may be required. 3.HS.d                          |
|   |   | Locate valid and reliable health products and services. 3.MS.e             | Access valid and reliable health products and services. 3.HS.e                               |

## Standard 4: Interpersonal Communication

| PRE-K-2 (E1)  | 3-5 (E2)   | 6-8 (MS)   | 9-12 (HS)   |
|---|--|--|---|
| Demonstrate healthy ways to express needs, wants and feelings. 4.E1.a                       | Demonstrate effective verbal and non-verbal communication skills to enhance health. 4.E2.a | Apply effective verbal and nonverbal communication skills to enhance health. 4.MS.a    | Utilize skills for communicating effectively with family, peers, and others to enhance health. 4.HS.a                 |
| Demonstrate listening skills to enhance health. 4.E1.b                                      | Demonstrate refusal skills to avoid or reduce health risks. 4.E2.b                         | Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.b     | Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.HS.b |
| Demonstrate ways to respond when in an unwanted, threatening or dangerous situation. 4.E1.c | Demonstrate non-violent strategies to manage or resolve conflict. 4.E2.c                   | Demonstrate effective conflict management or resolution strategies. 4.MS.c             | Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.HS.c  |
| Demonstrate ways to tell a trusted adult if one is threatened or harmed. 4.E1.d             | Demonstrate how to ask for assistance to enhance personal health. 4.E2.d                   | Demonstrate how to ask for assistance to enhance the health of self and others. 4.MS.d | Demonstrate how to ask for and offer assistance to enhance the health of self and others. 4.HS.d                      |

## Standard 5: Decision-Making

| PRE-K-2 (E1)   | 3-5 (E2)  | 6-8 (MS)   | 9-12 (HS)   |
|--|---|--|---|
| Identify situations when a health-related decision is needed. 5.E1.a   | Identify health-related situations that might require a thoughtful decision. 5.E2.a         | Identify circumstances that can help or hinder healthy decision-making. 5.MS.a                                   | Examine barriers that can hinder healthy decision-making. 5.HS.a  |
| Differentiate between situations when a health-related decision can be made individually and when assistance is needed. 5.E1.b | Analyze when assistance is needed when making a health-related decision. 5.E2.b             | Determine when health-related situations require the application of a thoughtful decision-making process. 5.MS.b | Determine the value of applying a thoughtful decision-making process in health-related situations. 5.HS.b |
|  | List healthy options for health-related issues or problems. 5.E2.c                          | Distinguish when individual or collaborative decision-making is appropriate. 5.MS.c                              | Justify when individual or collaborative decision-making is appropriate. 5.HS.c                           |
|  | Predict the potential outcomes of each option when making a health-related decision. 5.E2.d | Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.MS.d              | Generate alternatives to health-related issues or problems. 5.HS.d  |
|  | Choose a healthy option when making a decision. 5.E2.e                                      | Predict the potential short-term impact of each alternative on self and others. 5.MS.e                           | Predict the potential short and long-term impact of each alternative on self and others. 5.HS.e           |
|  | Describe the outcomes of a health-related decision. 5.E2.f                                  | Choose healthy alternatives over unhealthy alternatives when making a decision. 5.MS.f                           | Defend the healthy choice when making decisions. 5.HS.f   |
| Analyze the outcomes of a health-related decision. 5.MS.g  |   | Evaluate the effectiveness of health-related decisions. 5.HS.g   |   |



## Standard 6: Goal-Setting

| PRE-K-2 (E1)  | 3-5 (E2)  | 6-8 (MS)  | 9-12 (HS)  |
|---|---|---|--|
| Identify a short-term personal health goal and take action toward achieving the goal.<br>6.E1.a | Set a personal health goal and track progress toward its achievement.<br>6.E2.a | Assess personal health practices. 6.MS.a  | Assess personal health practices and overall health status. 6.HS.a                                 |
| Identify who can help when assistance is needed to achieve a personal health goal.<br>6.E1.b    | Identify resources to assist in achieving a personal health goal.<br>6.E2.b     | Develop a goal to adopt, maintain, or improve a personal health practice.<br>6.MS.b                           | Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.HS.b |
|   |   | Apply strategies and skills needed to attain a personal health goal.<br>6.MS.c                                | Implement strategies and monitor progress in achieving a personal health goal. 6.HS.c              |
|   |   | Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. 6.MS.d | Formulate an effective long-term personal health plan. 6.HS.d                                      |

## Standard 7: Self-Management

| PRE-K-2 (E1)   | 3-5 (E2)  | 6-8 (MS)  | 9-12 (HS)  |
|--|---|---|--|
| Demonstrate healthy practices and behaviors to maintain or improve personal health. 7.E1.a | Identify responsible personal health behaviors. 7.E2.a  | Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a                         | Analyze the role of individual responsibility in enhancing health. 7.HS.a  |
| Demonstrate behaviors that avoid or reduce health risks. 7.E1.b                            | Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. 7.E2.b | Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7.MS.b | Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 7.HS.b |
|  | Demonstrate a variety of behaviors that avoid or reduce health risks. 7.E2.c                            | Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c                              | Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. 7.HS.c                              |

## Standard 8: Advocacy

| PRE-K-2 (E1)  | 3-5 (E2)   | 6-8 (MS)   | 9-12 (HS)  |
|---|--|--|--|
| Make requests to promote personal health. 8.E1.a        | Express opinions and give accurate information about health issues. 8.E2.a | State a health-enhancing position on a topic and support it with accurate information. 8.MS.a                  | Utilize accurate peer and societal norms to formulate a health-enhancing message. 8.HS.a       |
| Encourage peers to make positive health choices. 8.E1.b | Encourage others to make positive health choices. 8.E2.b                   | Demonstrate how to influence and support others to make positive health choices. 8.MS.b                        | Demonstrate how to influence and support others to make positive health choices. 8.HS.b        |
|   |  | Work cooperatively to advocate for healthy individuals, families, and schools. 8.MS.c                          | Work cooperatively as an advocate for improving personal, family, and community health. 8.HS.c |
|   |  | Identify ways that health messages and communication techniques can be altered for different audiences. 8.MS.d | Adapt health messages and communication techniques to a specific target audience. 8.HS.d       |

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