

Grade 3

Mental and Emotional Health: Functional knowledge about mental and emotional health enables students to recognize the importance of mental well-being, manage emotions effectively, build resilience, and address challenges. All instruction related to mental and emotional health should come with a content warning for students and include instruction on how to seek help for mental and emotional health support. Mental and emotional health education helps students cultivate positive relationships, reduce stigma, and foster a sense of safety in schools and communities. Grounded in trauma-informed practices and public health approaches, this standard aligns with Maryland Education Articles §§7-401, 7-443, and 7-501—7-506, which emphasize student well-being and behavioral health supports. [MD1A](#)

Substance Use and Misuse: Functional knowledge around

Emotions, Feelings, and Relationships

- 1 Identify characteristics of positive emotional health. [MD1A.3.1](#)
- 2 Practice appropriate ways to express emotions. [MD1A.3.2](#)
- 3 Explain how to build upon positive ways to express emotional health. [MD1A.3.3](#)
- 4 Identify characteristics that promote supportive relationships. [MD1A.3.4](#)
- 5 Identify how relationships and interactions with others affect emotions. [MD1A.3.5](#)

Self and Social Awareness

- 6 Identify how personal choices and behaviors affect self-worth, health, and well-being. [MD1A.3.6](#)

Body Image

- 7 Identify body image and body diversity and how peers, media, family, society, and culture influence ideas about body. [MD1A.3.7](#)

Digital and Social Media

- 8 Recognize that excessive screen time, especially before bedtime, can negatively affect sleep, mood, energy, and mental health. [MD1A.3.8](#)
- 9 Identify behaviors to maintain mental and emotional health when engaging in online social platforms. [MD1A.3.9](#)

Seeking Help

- 10 Identify the benefits of discussing emotions with trusted adults. [MD1A.3.10](#)

Mental Health Challenges

- 11 Identify personal stressors. [MD1A.3.11](#)
- 12 Identify experiences that can create feelings of grief and loss. [MD1A.3.12](#)

Medicine

substance use and misuse empowers students to understand the short-and long-term impacts of substance use on the brain and body and to be able to take health-promoting actions related to substance use prevention. This standard supports prevention and early intervention efforts outlined in Maryland Education Article §§7-411 and 7-413, which require instruction on drug addiction and controlled dangerous substances. By addressing risk and protective factors, including media influences, community norms, and access to support services, students develop the health literacy necessary to navigate their environments and reduce the likelihood of use and misuse. MD1B

- 1 Describe potential risks associated with the inappropriate use of over-the-counter and prescription medicines, including addiction. MD1B.3.1
- 2 Explain the difference between medicines, legal drugs, and illegal drugs. MD1B.3.2
- 3 Analyze the potential risks associated with the inappropriate use and misuse of prescription medicines, including addiction. MD1B.3.3

Other Drugs

- 4 Explain the harmful effects of alcohol, tobacco, nicotine, including electronic smoking devices. MD1B.3.4
- 5 Identify cannabis and the effects of its usage on one's health and well-being. MD1B.3.5

Family Life and Human Sexuality: Family life and human sexuality instruction provide students with age-appropriate, scientifically based, and medically accurate information about relationships, consent, treating others with dignity and respect, and sexual and reproductive health. It also helps students gain the functional knowledge that they need to apply

Boundaries and Consent

- 1 Define consent as people of all ages and abilities having the right to tell others not to touch their body when they do not want to be touched. MD1C.3.1
- 2 Recognize the importance of body language, social context clues, empathy, and honoring another's wishes as they relate to consent. MD1C.3.2

health-related skills to their sexual and reproductive health. It supports bodily autonomy and the ability to delay pregnancy and reduce the likelihood of sexually transmitted infections. In Maryland, this component is governed by Education Article §7-445, which mandates instruction that reflects the values of equity, inclusivity, and informed choice. Furthermore, the Code of Maryland Regulation (COMAR) 13A.04.18.01 requires local education agencies to establish policies, guidelines, and/or procedures for student opt-out regarding instruction related to family life and human sexuality objectives. Additionally, the indicators related to puberty must be taught, beginning in grade four, by a licensed teacher with a health education endorsement or one who has received specialized training. [MD1C](#)

Safety and Violence Prevention: This component develops students' capacity to recognize, prevent, and respond to unsafe situations, including bullying, harassment, violence, and abuse. Students learn to apply functional knowledge related to physical

Physical Safety

- 1 Identify examples of behaviors that might lead to injuries. [MD1D.3.1](#)
- 2 Explain what to do if someone is injured or suddenly ill. [MD1D.3.2](#)
- 3 Explain how household products can be harmful to self and others if absorbed, inhaled, or ingested. [MD1D.3.3](#)

Technology Safety

- 4 Analyze the importance of establishing and maintaining appropriate boundaries when using technology and the internet. [MD1D.3.4](#)

safety, technology safety, safety around others, discrimination and violence prevention, and upstander intervention. Aligned with Maryland Education Articles §§7-411.1, 7-439, 7-445, and 7-501—7-506, this area supports the creation of safe and supportive school environments. By combining the functional knowledge of safety and violence prevention with health-related skills, students are empowered to foster a culture of nonviolence and mutual respect in their communities. MD1D

Trusted Adults

- 5 Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or harmful situations in the home, school, or community. MD1D.3.5
- 6 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted. MD1D.3.6

Safety around People

- 7 Define the behaviors that constitute sexual mistreatment, coercion, harassment, abuse, assault, and exploitation. MD1D.3.7
- 8 Demonstrate how to respond if someone is making you feel uncomfortable, unsafe, or disrespected. MD1D.3.8
- 9 Explain that a person who makes a child feel unsafe may be someone they know or someone in a position of authority. MD1D.3.9

Relationships, Boundaries, and Consent

- 10 Define consent as people of all ages and abilities having the right to tell others not to touch their body when they do not want to be touched. MD1D.3.10
- 11 Recognize the importance of body language, social context clues, empathy, and honoring another's wishes as they relate to consent. MD1D.3.11

Teasing, Bullying, Harassment, Discrimination, and Violence

- 12 Describe the difference between bullying, teasing, and conflict. MD1D.3.12
- 13 Describe what to do if you or someone else is being bullied, whether in-person, digitally, or online. MD1D.3.13
- 14 Explain strategies to avoid physical fighting and violence. MD1D.3.14

Upstanders and Compassion for Survivors of Abuse

- 15 Demonstrate how to access help from a trusted adult or helper to help a friend who is feeling unsafe, uncomfortable, or disrespected. MD1D.3.15
- 16 Explain that it is never a person's fault if someone causes them to feel unsafe. MD1D.3.16

Nutrition: Understanding the role of nutrition in overall health equips students with the knowledge and skills to support physical growth, cognitive development, and disease prevention. Instruction in this area promotes health literacy

Foods, Beverages, and Water

- 1 Identify nutrients that should be consumed daily. MD1E.3.1
- 2 Identify the food groups and a variety of nutrient-dense food choices from each group. MD1E.3.2
- 3 State the benefits of drinking water. MD1E.3.3
- 4 Understand that different foods help our bodies in different ways. MD1E.3.4

around nutrient density, eating patterns, food claims and marketing, and food access, and the social and environmental factors influencing nutrition. Maryland Education Article §7-501 emphasizes student wellness, including nutrition standards in schools. Functional knowledge of nutrition prepares students to evaluate food value, access nutrition-related resources, and advocate for equitable access to nutrient-dense foods in their homes, schools, and communities. MD1E

Disease Prevention and Control: Knowledge of disease prevention and control enables students to adopt behaviors that minimize the risk of chronic and infectious diseases. Topics such as oral health, sun safety, chronic and infectious diseases, and public health strategies are foundational to lifelong health and community disease prevention and well-being. This component is supported by Maryland Education Articles §§7-413 and 7-501–7-506, which address school health services, health education, and student wellness policies. By understanding the functional knowledge around disease prevention, students

Sun

- 1 Describe ways to protect one's body from the sun. MD1F.3.1
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Chronic and Infectious Disease

- 2 Describe ways to prevent the spread of germs that cause infectious diseases. MD1F.3.2

become informed participants in public health efforts and responsible stewards of personal and collective health. **MD1F**

Analyze Influences: Health and well-being are affected by many diverse influences within individual, interpersonal, community, societal, and environmental contexts. This standard focuses on identifying and evaluating internal and external factors influencing health practices and behaviors. Influences on health and well-being may include, but are not limited to, family, peers, communities, media, culture, technology, schools, personal values/beliefs, school-based policies, social determinants of health, perceived and social norms, and the environment. This standard recognizes that the factors affecting health behaviors and outcomes, such as social determinants of health, are complex and impact people and communities differently. It also supports the individual's ability to identify and use skills to recognize the types of influences, analyze the role of influences across various wellness dimensions, and manage influences on

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health and well-being in digital and in-person settings. This skill contributes to a better understanding of the connections between individual health, community health, and health disparities, which can strengthen the use of other health skills, such as accessing information and advocacy. MD2

Explain how various influences affect the health and well-being of self. MD2.5.1

1 Explain how various influences affect the health and well-being of self. MD2.5.1

Explain how various influences affect the health and well-being of people and communities in positive and negative ways. MD2.5.2

2 Explain how various influences affect the health and well-being of people and communities in positive and negative ways. MD2.5.2

Apply strategies and resources to manage influences that impact health and well-being. MD2.5.3

3 Apply strategies and resources to manage influences that impact health and well-being. MD2.5.3

Access Valid and Reliable Resources: Access to valid and reliable health information, products, services, and other resources is essential to promoting health and well-being, and preventing, detecting, managing, and treating health issues and conditions. Access to valid and reliable information, products, services, and other resources promotes

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Determine which trusted individuals are appropriate resources to support health and well-being in various situations. MD3.5.1

1 Determine which trusted individuals are appropriate resources to support health and well-being in various situations. MD3.5.1

Locate home, school, and community resources to support health and well-being. MD3.5.2

2 Locate home, school, and community resources to support health and well-being. MD3.5.2

Determine the validity and reliability of health information, products, services, and other resources. MD3.5.3

3 Determine the validity and reliability of health information, products, services, and other resources. MD3.5.3

Explain how misinformation and disinformation affect health and well-being. MD3.5.4

4 Explain how misinformation and disinformation affect health and well-being. MD3.5.4

Interpersonal Communication: Effective communication promotes health and well-being in individual, interpersonal, community, societal, and environmental contexts. This standard focuses on expressive and receptive communication in digital and in-person settings. Combined with perspective-taking, communication skills help to recognize and strengthen interpersonal interactions, create and maintain relationships, express and interpret messages, and manage conflict. Developing communication skills helps individuals to see how they communicate and the ways in which their communication affects those around them. MD4

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Demonstrate effective communication skills to express thoughts, feelings, wants, and needs to support the health and well-being of self and others. MD4.5.1

1 Demonstrate effective communication skills to express thoughts, feelings, wants, and needs to support the health and well-being of self and others. MD4.5.1

Demonstrate active listening skills and

2 Demonstrate active listening skills and strategies in a variety of situations. MD4.5.2

strategies in a variety of situations. MD4.5.2

Demonstrate how to ask for and offer assistance to support the health of self and others. MD4.5.3

3 Demonstrate how to ask for and offer assistance to support the health of self and others. MD4.5.3

Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. MD4.5.4

4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. MD4.5.4

Demonstrate refusal skills to use in a variety of situations. MD4.5.5

5 Demonstrate refusal skills to use in a variety of situations. MD4.5.5

Demonstrate strategies to prevent, manage, or resolve conflict. MD4.5.6

6 Demonstrate strategies to prevent, manage, or resolve conflict. MD4.5.6

Demonstrate effective ways to communicate with kindness and compassion. MD4.5.7

7 Demonstrate effective ways to communicate with kindness and compassion. MD4.5.7

Decision-Making: Effective decision-making is needed to identify, adopt, and maintain health-promoting behaviors. This standard includes skills and steps integral to the process of effective decision-making to support health and well-being. The decision-making process enables collaboration to improve the quality of life within individual, interpersonal, community, societal, and environmental contexts. MD5

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Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. MD5.5.1

1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. MD5.5.1

Determine whether assistance or collaboration is needed in making a health-related decision. MD5.5.2

2 Determine whether assistance or collaboration is needed in making a health-related decision. MD5.5.2

Compare and contrast options and potential outcomes for a health-related decision. MD5.5.3

3 Compare and contrast options and potential outcomes for a health-related decision. MD5.5.3

Choose a health-promoting option when making a decision. MD5.5.4

4 Choose a health-promoting option when making a decision. MD5.5.4

Describe the outcomes and reflect on the results of a health-related decision on self and others. MD5.5.5

5 Describe the outcomes and reflect on the results of a health-related decision on self and others. MD5.5.5

Goal-Setting: Goal setting is a process to support short- and long-term health and well-being goals. In addition to achieving a goal, goal setting includes using practices, habits, and routines in daily life. This standard includes the processes needed to plan, reach, and reflect on health goals. Setting goals is a flexible process and considers personal and social factors affecting health

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Set a goal and explain how the goal supports health and well-being. MD6.5.1

1 Set a goal and explain how the goal supports health and well-being. MD6.5.1

Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. MD6.5.2

2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. MD6.5.2

Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. MD6.5.3

3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. MD6.5.3

Identify supports and barriers that affect progress toward attaining a health-related goal. MD6.5.4

4 Identify supports and barriers that affect progress toward attaining a health-related goal. MD6.5.4

Identify processes for tracking and reflecting on goals that work towards attaining a health-related goal. MD6.5.5

5 Identify processes for tracking and reflecting on goals that work towards attaining a health-related goal. MD6.5.5

Practices and Behaviors: Developing health practices and behaviors can promote health and well-being over the lifespan and reduce risk

7 Practices and Behaviors: Developing health practices and behaviors can promote health and well-being over the lifespan and reduce risk to self and others. Practicing health behaviors is critical to incorporating health-promoting habits and routines into all dimensions of wellness. Due to the increasing influence of technology, it is crucial to develop and apply practices and behaviors that support

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Examine practices and behaviors that support the health and well-being of self. [MD7.5.1](#)

1 Examine practices and behaviors that support the health and well-being of self. [MD7.5.1](#)

Demonstrate personal practices and behaviors that support the health and well-being of self and how it impacts others. [MD7.5.2](#)

2 Demonstrate personal practices and behaviors that support the health and well-being of self and how it impacts others. [MD7.5.2](#)

Explain how personal practices and behaviors affect the health and well-being of self and others. [MD7.5.3](#)

3 Explain how personal practices and behaviors affect the health and well-being of self and others. [MD7.5.3](#)

Advocacy: Advocacy skills are critical for promoting health and well-being within

8 Advocacy: Advocacy skills are critical for promoting health and well-being within individual, interpersonal, community, societal, and environmental contexts. This standard helps learners develop and apply skills and strategies to increase agency and advocacy for themselves and others. Practicing advocacy helps students be

individual, interpersonal, community, societal, and environmental contexts. This standard helps learners develop and apply skills and strategies to increase agency and advocacy for themselves and others. Practicing advocacy helps students be informed, civic-minded members of their community who are inclusive of individual, cultural, historical, and other differences. MD8

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Recognize situations in which advocacy supports the health and well-being of self and others. MD8.5.1

1 Recognize situations in which advocacy supports the health and well-being of self and others. MD8.5.1

Explain how collaboration and communication support advocacy. MD8.5.2

2 Explain how collaboration and communication support advocacy. MD8.5.2

Identify advocacy skills and strategies to support health and well-being. MD8.5.3

3 Identify advocacy skills and strategies to support health and well-being. MD8.5.3

Demonstrate how to advocate for health and well-being. MD8.5.4

4 Demonstrate how to advocate for health and well-being. MD8.5.4