

Grade 4

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 role models who demonstrate positive emotional health. MD1A.4.1
- 2 Describe situations that create strong emotions, safe ways to respond, and coping strategies to self-regulate. MD1A.4.2
- 3 Describe how peer relationships and interactions affect health and well-being. MD1A.4.3

Self and Social Awareness

- 4 Identify respectful ways to show empathy to others. MD1A.4.4
- 5 Identify how to recognize and build on personal strengths. MD1A.4.5

Body Image

- 6 Explain the importance of body confidence and respecting different body shapes and abilities. MD1A.4.6

Seeking Help

- 7 Identify ways trusted adults can help you or someone else deal with difficult emotions or situations. MD1A.4.7

Mental Health Challenges

- 8 Explain physical and emotional reactions to stress. MD1A.4.8
- 9 Identify a wide range of grief responses and that grief may be experienced in different ways over time. MD1A.4.9
- 10 Describe how feelings and emotions associated with grief and loss affect one's health and well-being. MD1A.4.10
- 11 Identify signs and symptoms that indicate someone should seek help for long-lasting, troublesome feelings or depression. MD1A.4.11

Suicide Prevention

- 12 Explain the importance of telling a trusted adult if someone is in danger of hurting themselves or others. MD1A.4.12

Other Drugs

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 Identify short and long-term effects of alcohol, nicotine, cannabis, and caffeine. MD1B.4.1

Environmental Health

- 2 Identify the environmental health impact of alcohol, nicotine, and cannabis. MD1B.4.2

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

Family Relationships

- 1 Identify parents, caregivers, and other trusted adults that students can talk with about relationships, puberty, and health. MD1C.4.1

Boundaries and Consent

- 2 Explain the relationship between consent, personal boundaries, and bodily autonomy. MD1C.4.2
- 3 Identify that each person has the right to give or withhold consent to have information and pictures of themselves posted online or shared. MD1C.4.3

Puberty and Adolescent Sexual and Reproductive Development

- 4 Describe menstruation and the physical, social, and emotional changes that occur during puberty. MD1C.4.4
- 5 Explain how the onset and progression of puberty varies considerably. MD1C.4.5

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

- 6 Identify human reproductive systems, including medically accurate names for internal and external genitalia and their functions. MD1C.4.6

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 Explain ways to prevent injuries at home and in the community. MD1D.4.1
- 2 Describe safety procedures to follow if in the presence of a firearm. MD1D.4.2

Technology Safety

- 3 Identify how to seek help if something happens online that is unsafe, uncomfortable, or confusing. MD1D.4.3

Trusted Adults

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](#)

- 4 Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or harmful situations in the home, school, or community. [MD1D.4.4](#)
- 5 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted. [MD1D.4.5](#)

Safety around People

- 6 Identify the behaviors that constitute sexual mistreatment, coercion, harassment, abuse, assault, and exploitation. [MD1D.4.6](#)
- 7 Demonstrate how to respond if someone is making you feel uncomfortable, unsafe, or disrespected. [MD1D.4.7](#)

Relationships, Boundaries, and Consent

- 8 Explain the relationship between consent, personal boundaries, and bodily autonomy. [MD1D.4.8](#)
- 9 Identify that each person has the right to give or withhold consent to have information and pictures of themselves posted online or shared. [MD1D.4.9](#)

Teasing, Bullying, Harassment, Discrimination, and Violence

- 10 Identify when to report aggression, bullying, or violence. [MD1D.4.10](#)
- 11 Demonstrate what to do if you or someone else is being bullied. [MD1D.4.11](#)

Upstanders and Compassion for Survivors of Abuse

- 12 Demonstrate what to say and do when witnessing something that feels potentially harmful, uncomfortable, unsafe, or disrespectful. [MD1D.4.12](#)
- 13 Explain that it is never a person's fault if someone causes them to feel unsafe. [MD1D.4.13](#)

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 around nutrient density, eating patterns, food claims and marketing, and food access, and the social and environmental factors influencing nutrition.

Foods, Beverages, and Water

- 1 Explain the importance of eating a variety of nutrient-dense foods and the role they play in the body. [MD1E.4.1](#)
- 2 Summarize the benefits of eating a wide variety of foods. [MD1E.4.2](#)
- 3 Compare the benefits of drinking water versus other beverages. [MD1E.4.3](#)

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

Food and Illness

- 1 Describe how to keep food safe from harmful germs, including how to avoid cross-contamination. MD1F.4.1

Sleep and Rest

- 2 Explain why sleep, bedtime habits, screen habits, and rest are important for proper growth and good health. MD1F.4.2

Chronic and Infectious Disease

- 3 Identify symptoms that are associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and others. MD1F.4.3
 - 4 Describe the benefits of health care in disease prevention. MD1F.4.4
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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 health and well-being in digital and in-person settings. This skill contributes to a better understanding of the connections between individual health,

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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 health and well-being in individual, interpersonal, community, societal, and environmental contexts. This standard focuses on identifying,

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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 strategies in a variety of situations. MD4.5.2

2 Demonstrate active listening skills and 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 and well-being. Goal setting supports aspirations and future planning for health and well-being within individual, interpersonal, community, societal,

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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 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

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 media balance and digital wellness. This standard promotes individual and collective responsibility by encouraging the exploration and practice of skills and processes that support health and well-being in individual, interpersonal, community, societal, and environmental contexts. MD7

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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 individual, interpersonal, community, societal, and environmental contexts. This standard helps learners develop and apply skills and strategies to increase

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 informed, civic-minded members of their community who are inclusive of individual, cultural, historical, and other differences. [MD8](#)

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

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