

Grade 6

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](#)

Wellness

- 1 Describe how practices and behaviors support a variety of dimensions of wellness. [MD1A.6.1](#)

Emotions, Feelings, and Relationships

- 2 Examine the importance of being aware of one's feelings and being sensitive to the feelings of others. [MD1A.6.2](#)
- 3 Identify situations that evoke intense emotions, potential health-related outcomes, and effective self-regulation strategies. [MD1A.6.3](#)
- 4 Discuss how emotions change during adolescence. [MD1A.6.4](#)

Self and Social Awareness

- 5 Identify a variety of personal coping strategies. [MD1A.6.5](#)

Body Image

- 6 Define the concept of body image and its implications for mental and physical wellness, including how societal norms and appearance ideals contribute to body dissatisfaction. [MD1A.6.6](#)

Digital and Social Media

- 7 Identify the potential health impacts of digital behaviors on sleep loss. [MD1A.6.7](#)

Seeking Help

- 8 Describe the qualities of a trusted adult with whom you could talk about your overall mental and emotional health. [MD1A.6.8](#)
- 9 Identify the importance of telling a trusted adult if you or someone else is experiencing a mental or emotional health challenge. [MD1A.6.9](#)

Mental Health Challenges

- 10 Describe personal stressors at home, in school, and with friends. [MD1A.6.10](#)
- 11 Explain the body's physical and psychological responses to stressful situations. [MD1A.6.11](#)
- 12 Describe a variety of ways to respond to stress and anxiety to support health and well-being. [MD1A.6.12](#)
- 13 Identify depression as prolonged sadness with no identifiable cause. [MD1A.6.13](#)

- 14 Explain a wide range of feelings and emotions associated with loss and grief. MD1A.6.14
- 15 Identify the potential mental and physical consequences of disordered eating. MD1A.6.15
- 16 Recognize when a behavior or habit has a negative consequence on self or others. MD1A.6.16
- 17 Recognize the negative effects of stigma surrounding mental health conditions. MD1A.6.17

Nonsuicidal Self-Injury (NSSI)

- 18 Identify warning signs of people who are experiencing NSSI. MD1A.6.18
- 19 Explain the importance of getting help for someone who is experiencing NSSI. MD1A.6.19

Suicide Prevention

- 20 Describe the importance of telling a trusted adult when someone is at risk of suicide or hurting others. MD1A.6.20

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

Medicine

- 1 Explain misuse and correct use of prescription and over-the-counter medicines. MD1B.6.1

Other Drugs

- 2 Identify how individual, interpersonal, community, and environmental factors impact tobacco and nicotine use. MD1B.6.2
- 3 Describe situations that could lead to substance use and misuse. MD1B.6.3
- 4 Identify the effects, consequences, and impacts of tobacco and nicotine use and misuse on the dimensions of wellness. MD1B.6.4
- 5 Identify substance use prevention strategies for self and others. MD1B.6.5
- 6 Describe positive coping strategies and alternatives to engaging in substance use. MD1B.6.6

Support Services

- 7 Explain a variety of approaches and resources for substance use prevention and misuse treatment for self and others. MD1B.6.7

students develop the health literacy necessary to navigate their environments and reduce the likelihood of use and misuse. MD1B

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 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

Dignity and Respect

- 1 Define sex assigned at birth, gender identity, and gender expression, and how these are components of a person's overall identity. MD1C.6.1
 - 2 Define sexual orientation and how this is a component of a person's overall identity. MD1C.6.2
 - 3 Describe respectful behaviors towards others with differing sexual orientations, gender identities, and gender expressions. MD1C.6.3
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Boundaries and Consent

- 4 Identify the elements and importance of consent. MD1C.6.4
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Anatomy and Physiology

- 5 Identify the functions of internal and external reproductive anatomy and the changes that occur during puberty, using medically accurate terminology. MD1C.6.5
- 6 Describe reproduction and conception and their relationships to the menstrual cycle and vaginal sex. MD1C.6.6

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 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

Physical Safety

- 1 Identify ways to reduce the likelihood of injury for self and others. MD1D.6.1
- 2 Describe ways to reduce the likelihood of injuries from weapons. MD1D.6.2

Technology Safety

- 3 Describe the ways that technology and social media can impact physical and emotional safety. MD1D.6.3

Trusted Adults

- 4 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted. MD1D.6.4
- 5 Identify the process of reporting incidents of bullying, harassment, stalking, and other intimidating behaviors, including in online spaces. MD1D.6.5

Safety around People

- 6 List the qualities of a trusted adult whom a student can rely upon for support. MD1D.6.6
- 7 Identify verbal and/or non-verbal actions that constitute sexual mistreatment, coercion, harassment, abuse, assault, and exploitation. MD1D.6.7
- 8 Respond to situations that threaten the personal safety of self and others. MD1D.6.8

Relationships, Boundaries, and Consent

- 9 Describe characteristics of healthy relationships. MD1D.6.9
- 10 Identify the elements of consent. MD1D.6.10
- 11 Identify that individuals have the right to refuse sexual and nonsexual contact. MD1D.6.11
- 12 Describe the impact sexually explicit media can have on one's body image, expectations about sex, relationships, and self-esteem. MD1D.6.12
- 13 Explain the potential consequences of sending or receiving sexually explicit images or messages. MD1D.6.13

Teasing, Bullying, Harassment, Discrimination, and Violence

14 Explain the importance of dignity and inclusion. MD1D.6.14

Upstanders and Compassion for Survivors of Abuse

- 15 Explain the role of upstanders in de-escalating, preventing, or stopping bullying, fighting, discrimination, sexual mistreatment, coercion, harassment, abuse, and exploitation. MD1D.6.15
- 16 Explain that it is never the fault of a person if they are made to feel unsafe. MD1D.6.16
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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. 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

Foods, Beverages, and Water

- 1 Identify major nutrients found in common foods and explain how they help the body. MD1E.6.1
- 2 Differentiate between how whole foods and ultra-processed foods affect the body. MD1E.6.2
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Nutrition Labels

- 3 Identify the purpose of a nutrition facts label. MD1E.6.3
- 4 Identify the components of a nutrition facts label. MD1E.6.4
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Disease Prevention and Control: Knowledge of disease prevention and control enables students to adopt behaviors that minimize the risk of

Sun

- 1 Explain why it is important to protect oneself from exposure to the sun. MD1F.6.1
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Chronic and Infectious Disease

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

- 2 Summarize practices and behaviors that reduce, manage, or prevent health conditions. MD1F.6.2

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-

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Analyze the connections between various internal and external influences on health and well-being. MD2.8.1

1 Analyze the connections between various internal and external influences on health and well-being. MD2.8.1

Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health

2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health disparities. MD2.8.2

outcomes, and health disparities. MD2.8.2

Analyze how various influences affect the health and well-being of people and communities in positive and negative ways. MD2.8.3

3 Analyze how various influences affect the health and well-being of people and communities in positive and negative ways. MD2.8.3

Apply strategies and resources to manage influences that impact health and well-being. MD2.8.4

4 Apply strategies and resources to manage influences that impact health and well-being. MD2.8.4

Analyze how the social determinants of health influence the health and well-being of individuals and communities. MD2.8.5

5 Analyze how the social determinants of health influence the health and well-being of individuals and communities. MD2.8.5

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, accessing, and evaluating valid and reliable resources,

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including managing misinformation and disinformation, within digital and in-person settings. Media and technology play a significant and increasing role in the way individuals learn about and connect with themselves, others, and the world. This standard engages students in critical thinking around media messages and resources, including how they are accessed, evaluated, and used to support health and well-being. [MD3](#)

Describe situations that may require support from people who demonstrate the qualities of trusted individuals. [MD3.8.1](#)

1 Describe situations that may require support from people who demonstrate the qualities of trusted individuals. [MD3.8.1](#)

Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources. [MD3.8.2](#)

2 Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources. [MD3.8.2](#)

Access valid and reliable sources of health information and resources. [MD3.8.3](#)

3 Access valid and reliable sources of health information and resources. [MD3.8.3](#)

Analyze the validity, reliability, and accessibility of health information, products, services, and other resources. [MD3.8.4](#)

4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources. [MD3.8.4](#)

Identify sources of misinformation and

5 Identify sources of misinformation and disinformation. [MD3.8.5](#)

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

- 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

Practice effective communication skills across various modes of communication to support the health and well-being of self and others. MD4.8.1

- 1 Practice effective communication skills across various modes of communication to support the health and well-being of self and others.** MD4.8.1

Practice active listening skills and strategies in a variety of interpersonal contexts. MD4.8.2

- 2 Practice active listening skills and strategies in a variety of interpersonal contexts.** MD4.8.2
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Practice various communication strategies to seek and offer support and assistance. MD4.8.3

3 Practice various communication strategies to seek and offer support and assistance. MD4.8.3

Demonstrate ways to communicate boundaries and consent for a variety of situations. MD4.8.4

4 Demonstrate ways to communicate boundaries and consent for a variety of situations. MD4.8.4

Practice refusal skills and strategies in a variety of situations. MD4.8.5

5 Practice refusal skills and strategies in a variety of situations. MD4.8.5

Apply skills and strategies to prevent, manage, or resolve conflict. MD4.8.6

6 Apply skills and strategies to prevent, manage, or resolve conflict. MD4.8.6

Explain how to collaborate with others in a variety of situations. MD4.8.7

7 Explain how to collaborate with others in a variety of situations. MD4.8.7

Identify negotiation skills in a variety of situations. MD4.8.8

8 Identify negotiation skills in a variety of situations. MD4.8.8

Practice strategies to communicate with others with different perspectives and values. MD4.8.9

9 Practice strategies to communicate with others with different perspectives and values. MD4.8.9

Demonstrate ways to communicate empathy and compassion. MD4.8.10

10 Demonstrate ways to communicate empathy and compassion. MD4.8.10

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

5 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

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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Explain how the use of a decision-making process affects the health and well-being of self and others. MD5.8.1

1 Explain how the use of a decision-making process affects the health and well-being of self and others. MD5.8.1

Determine when health-related situations require the application of a thoughtful decision-making process. MD5.8.2

2 Determine when health-related situations require the application of a thoughtful decision-making process. MD5.8.2

Apply an individual, supported, or collaborative decision-making process to maintain or improve the health and well-being of self and others. MD5.8.3

3 Apply an individual, supported, or collaborative decision-making process to maintain or improve the health and well-being of self and others. MD5.8.3

Explain how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. MD5.8.4

4 Explain how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. MD5.8.4

Identify supports and barriers that affect decision-making at individual,

5 Identify supports and barriers that affect decision-making at individual, interpersonal, community, societal, and environmental levels. MD5.8.5

interpersonal,
community, societal,
and environmental
levels. MD5.8.5

Evaluate the results of a
health-related decision
on self and
others. MD5.8.6

6 Evaluate the results of a health-related decision on self and others. MD5.8.6

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, and environmental contexts. MD6

6 **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, and environmental contexts. MD6

Evaluate personal
health and well-being to
identify focus areas for
goal-setting. MD6.8.1

1 Evaluate personal health and well-being to identify focus areas for goal-setting. MD6.8.1

Analyze when
individual, supported,
or collaborative goal-
setting is
appropriate. MD6.8.2

2 Analyze when individual, supported, or collaborative goal-setting is appropriate. MD6.8.2

Develop a goal and explain how it supports health and well-being. MD6.8.3

3 Develop a goal and explain how it supports health and well-being. MD6.8.3

Develop a plan that addresses supports and barriers to attaining a health-related goal. MD6.8.4

4 Develop a plan that addresses supports and barriers to attaining a health-related goal. MD6.8.4

Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted. MD6.8.5

5 Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted. MD6.8.5

Reflect on the goal-setting process and outcomes on health and well-being. MD6.8.6

6 Reflect on the goal-setting process and outcomes on health and well-being. MD6.8.6

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

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

that support health and well-being in individual, interpersonal, community, societal, and environmental contexts. [MD7](#)

Examine supports and barriers to health-related practices and behaviors at the individual, interpersonal, and community levels. [MD7.8.1](#)

1 Examine supports and barriers to health-related practices and behaviors at the individual, interpersonal, and community levels. [MD7.8.1](#)

Analyze practices and behaviors that support personal and community health and well-being at the individual, interpersonal, and community levels. [MD7.8.2](#)

2 Analyze practices and behaviors that support personal and community health and well-being at the individual, interpersonal, and community levels. [MD7.8.2](#)

Demonstrate practices and behaviors that support personal and community health and well-being. [MD7.8.3](#)

3 Demonstrate practices and behaviors that support personal and community health and well-being. [MD7.8.3](#)

Explain practices and behaviors that support personal and community health and well-being. [MD7.8.4](#)

4 Explain practices and behaviors that support personal and community health and well-being. [MD7.8.4](#)

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

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](#)

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

Analyze opportunities to advocate for the health and well-being of individuals, families, and communities. MD8.8.1

1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities. MD8.8.1

Determine when individual or collaborative advocacy is appropriate to promote health and well-being. MD8.8.2

2 Determine when individual or collaborative advocacy is appropriate to promote health and well-being. MD8.8.2

Adapt advocacy skills and strategies for a variety of audiences and contexts. MD8.8.3

3 Adapt advocacy skills and strategies for a variety of audiences and contexts. MD8.8.3

Demonstrate advocacy skills and strategies to promote the health and well-being of self and others. MD8.8.4

4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others. MD8.8.4

Evaluate the effectiveness of advocacy efforts for promoting health and well-being. MD8.8.5

5 Evaluate the effectiveness of advocacy efforts for promoting health and well-being. MD8.8.5