

Grade 7

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 Explain the interrelationship of the dimensions of wellness. MD1A.7.1
- 2 Analyze the connections between health literacy, healthcare access, and wellness. MD1A.7.2

Emotions, Feelings, and Relationships

- 3 Describe how mental and emotional health can affect health-related behaviors. MD1A.7.3

Self and Social Awareness

- 4 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. MD1A.7.4

Body Image

- 5 Explain the importance of body image and its implications for mental and physical wellness. MD1A.7.5

Digital and Social Media

- 6 Analyze the impact of digital and social media on the dimensions of wellness. MD1A.7.6

Seeking Help

- 7 Identify strategies for communicating your overall mental and emotional health with a trusted adult. MD1A.7.7

Mental Health Challenges

- 8 Describe how life experiences contribute to a stress response. MD1A.7.8
- 9 Describe a variety of ways to self-regulate when experiencing stress or stressful situations. MD1A.7.9
- 10 Explain the causes, symptoms, and effects of depression. MD1A.7.10
- 11 Describe the connection between depression and brain chemistry. MD1A.7.11
- 12 Identify ways to show support to someone who is grieving. MD1A.7.12
- 13 Explain the importance of early professional help for disordered eating. MD1A.7.13
- 14 Identify addiction as long-term compulsive behavior despite negative consequences. MD1A.7.14

15 Identify the negative impact of stigma on health-seeking behavior. MD1A.7.15

Nonsuicidal Self-Injury (NSSI)

16 Describe the signs and symptoms of people experiencing NSSI. MD1A.7.16

17 Summarize how to get help for someone experiencing NSSI. MD1A.7.17

Suicide Prevention

18 Explain the signs and symptoms of suicidal ideation and suicidality. MD1A.7.18

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

Other Drugs

- 1 Identify how individual, interpersonal, community, and environmental factors impact alcohol and cannabis use. MD1B.7.1
 - 2 Identify the effects, consequences, and impact of alcohol and cannabis use and misuse on the dimensions of wellness. MD1B.7.2
 - 3 Explain the benefits of being free from alcohol, opioids, nicotine, cannabis, and other drugs. MD1B.7.3
 - 4 Explain how protective factors can promote substance nonuse. MD1B.7.4
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Support Services

- 5 Identify resources and strategies for quitting or reducing the use of alcohol, opioids, nicotine, cannabis, and other drugs. MD1B.7.5

Family Life and Human Sexuality: Family life and human sexuality

Dignity and Respect

instruction provide students with age-appropriate, scientifically based, and medically accurate information about relationships, consent, treating others with dignity and respect, and sexual and reproductive health. It also helps students gain the functional knowledge that they need to apply health-related skills to their sexual and reproductive health. It supports bodily autonomy and the ability to delay pregnancy and reduce the likelihood of sexually transmitted infections. In Maryland, this component is governed by Education Article §7-445, which mandates instruction that reflects the values of equity, inclusivity, and informed choice. Furthermore, the Code of Maryland Regulation (COMAR) 13A.04.18.01 requires local education agencies to establish policies, guidelines, and/or procedures for student opt-out regarding instruction related to family life and human sexuality objectives. Additionally, the indicators related to puberty must be taught, beginning in grade four, by a licensed teacher with a health education endorsement or one who has received

- 1 Compare sex assigned at birth and gender identity, and explain how they may or may not differ. [MD1C.7.1](#)
- 2 Explain that gender identity and gender expression are personal and may differ from societal or cultural norms. [MD1C.7.2](#)
- 3 Identify upstanders and inclusive behaviors that promote respect for individual differences in appearance, identity, and development. [MD1C.7.3](#)

Boundaries and Consent

- 4 Identify the elements and importance of consent. [MD1C.7.4](#)

Anatomy and Physiology

- 5 Describe the functions of the human reproductive systems and changes that occur during puberty using medically accurate terms. [MD1C.7.5](#)
- 6 Explain the processes of menstruation, ejaculation, fertilization, and implantation in human reproduction. [MD1C.7.6](#)

Sexual and Reproductive Health

- 7 Identify possible health outcomes associated with sexual activity (vaginal, oral, and anal sex). [MD1C.7.7](#)
- 8 Identify ways to prevent pregnancy, including abstinence and the effectiveness of different contraceptive methods, including condoms. [MD1C.7.8](#)
- 9 Describe ways sexually active people can prevent and reduce the likelihood of human immunodeficiency virus (HIV) and other sexually transmitted infections (STIs) transmission, including condoms and preventative medications. [MD1C.7.9](#)
- 10 Explain how the correct and consistent use of condoms can reduce the likelihood of HIV and other STI transmission. [MD1C.7.10](#)
- 11 Analyze the pros and cons of different methods of contraceptives in combination and in different situations. [MD1C.7.11](#)
- 12 Describe the relationship between substance use and sexual behaviors. [MD1C.7.12](#)
- 13 Describe how racism and intersecting forms of discrimination can affect sexual health outcomes and access to care. [MD1C.7.13](#)
- 14 Summarize the importance of communicating with romantic and sexual partners to maintain sexual and reproductive health. [MD1C.7.14](#)

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 Describe first response procedures needed to treat injuries and other emergencies. MD1D.7.1

Technology Safety

- 2 Describe strategies for using technology and social media safely. MD1D.7.2

Trusted Adults

- 3 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted. MD1D.7.3

Safety around People

- 4 Identify power differences in relationships between potential abusers and survivors of abuse. MD1D.7.4
- 5 Identify a source of support that a student can go to if they or someone they know is being sexually mistreated, coerced, harassed, abused, assaulted, or exploited. MD1D.7.5
- 6 Respond to situations that threaten the personal safety of self and others. MD1D.7.6

Relationships, Boundaries, and Consent

- 7 Explain the characteristics of healthy relationships. MD1D.7.7
- 8 Identify that people have different expectations for relationships. MD1D.7.8
- 9 Identify the elements of consent. MD1D.7.9
- 10 Identify that individuals have the right to refuse sexual and nonsexual contact. MD1D.7.10
- 11 Analyze how sexually explicit media content may reinforce harmful stereotypes or unrealistic expectations about relationships and sex. MD1D.7.11
- 12 Explain the potential impact of sending or receiving sexually explicit images or messages on the dimensions of wellness. MD1D.7.12
- 13 Explain the importance of mutual respect and setting and respecting personal boundaries. MD1D.7.13

Teasing, Bullying, Harassment, Discrimination, and Violence

- 14 Identify how hate, prejudice, and discrimination can lead to violence. MD1D.7.14
- 15 Describe how power and control differences in relationships can contribute to aggression and violence. MD1D.7.15
- 16 Analyze the influence of peer groups as they relate to discrimination and prejudice. MD1D.7.16
- 17 Identify a variety of non-violent ways to respond when angry or upset. MD1D.7.17

- 18 Analyze how situations, impulsive behaviors, pressure, and coercion can lead to violence and how to intervene. [MD1D.7.18](#)

Upstanders and Compassion for Survivors of Abuse

- 19 Demonstrate ways to be an upstander by responding or reporting if someone is being bullied, discriminated against, sexually mistreated, coerced, harassed, abused, assaulted, or exploited. [MD1D.7.19](#)
- 20 Explain why a person who has been bullied, discriminated against, sexually mistreated, coerced, harassed, abused, assaulted, or exploited is not at fault. [MD1D.7.20](#)
- 21 Identify the need to empower and support people who experience discrimination, teasing, bullying, harassment, or abuse. [MD1D.7.21](#)

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 Explain the role of nutrient-dense foods in supporting body functions, disease prevention and management, and health and well-being. [MD1E.7.1](#)

Food Choices

- 2 Explain the relationship between access to food and personal food choices. [MD1E.7.2](#)

Nutrition Labels

- 3 Analyze a nutrition facts label to identify nutrients that meet or exceed recommended amounts. [MD1E.7.3](#)
- 4 Recognize different sources of information related to the nutritional value of food. [MD1E.7.4](#)

Disease Prevention and Control: Knowledge of

Sleep and Rest

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

- 1 Summarize the benefits of getting adequate sleep and rest. MD1F.7.1

Chronic and Infectious Disease

- 2 Explain the individual, interpersonal, community, and environmental factors that impact chronic and infectious diseases. MD1F.7.2
- 3 Identify how the most common sexually transmitted infections (STIs) are transmitted. MD1F.7.3
- 4 Describe ways to decrease the spread of STIs, including human immunodeficiency virus (HIV). MD1F.7.4
- 5 Describe the signs, symptoms, consequences, and treatment of common sexually transmitted infections (STIs), including human immunodeficiency virus (HIV). MD1F.7.5
- 6 Explain how healthcare promotes personal health. MD1F.7.6

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,

- 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-based policies, social determinants of health, perceived and social norms, and the environment. This standard recognizes that the factors affecting health behaviors and outcomes, such as social determinants of health, are complex and impact people and communities differently. It also supports the individual's ability to identify and use skills to recognize the types of influences, analyze the role of influences across various wellness dimensions, and manage influences on health and well-being in digital and in-person settings. This skill contributes to a better understanding of the connections between individual health, community health, and health disparities, which can strengthen the use of other health skills, such as accessing information and advocacy. MD2

communities, media, culture, technology, schools, personal values/beliefs, school-based policies, social determinants of health, perceived and social norms, and the environment. This standard recognizes that the factors affecting health behaviors and outcomes, such as social determinants of health, are complex and impact people and communities differently. It also supports the individual's ability to identify and use skills to recognize the types of influences, analyze the role of influences across various wellness dimensions, and manage influences on health and well-being in digital and in-person settings. This skill contributes to a better understanding of the connections between individual health, community health, and health disparities, which can strengthen the use of other health skills, such as accessing information and advocacy. MD2

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,

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

and environmental factors that influence health behaviors, health 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,

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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 disinformation. MD3.8.5

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

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-

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

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

of life within individual, interpersonal, community, societal, and environmental contexts. MD5

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

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

individual,
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