

High School I

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 Assess personal strengths and assets that support various dimensions of wellness related to health outcomes. [MD1A.HS1.1](#)
- 2 Examine connections between individual health literacy, organizational health literacy, and mental health outcomes. [MD1A.HS1.2](#)

Emotions, Feelings, and Relationships

- 3 Evaluate practices and behaviors that support mental and emotional health and well-being, including how to manage emotions, demonstrate empathy, and build healthy relationships. [MD1A.HS1.3](#)
- 4 Analyze how social determinants of health are interrelated and impact individual mental health outcomes. [MD1A.HS1.4](#)

Self and Social Awareness

- 5 Identify strategies that promote self-efficacy and resilience to persevere through challenges. [MD1A.HS1.5](#)

Body Image

- 6 Explain how individual and societal perceptions of body image, including intersectional influences such as identities, may influence mental and physical wellness. [MD1A.HS1.6](#)

Digital and Social Media

- 7 Analyze how social media use, including algorithm-driven content, influences mental and emotional health, self-image, relationships, and stress. [MD1A.HS1.7](#)

Seeking Help

- 8 Identify trusted adults, mental health professionals, and resources to support mental health and well-being. [MD1A.HS1.8](#)
- 9 Evaluate when and how to seek help for mental and emotional health challenges. [MD1A.HS1.9](#)
- 10 Describe local and community resources, services, and approaches to treatment to help oneself or others for mental and emotional health. [MD1A.HS1.10](#)

Mental Health Challenges

- 11 Evaluate internal and external sources of stress and anxiety and their impact on thoughts, feelings, and behaviors. [MD1A.HS1.11](#)

- 12 Explain how various health-promoting strategies reduce stress, anxiety and anger to support health and well-being. MD1A.HS1.12
- 13 Analyze signs and symptoms of stress and anxiety in self and others that indicate a need for support. MD1A.HS1.13
- 14 Analyze signs and symptoms of depression and other mental health challenges in self and others that indicate a need for support. MD1A.HS1.14
- 15 Describe that healing after loss is a natural process that takes time and support. MD1A.HS1.15
- 16 Analyze signs and symptoms of disordered eating in self and others that indicate a need for support. MD1A.HS1.16
- 17 Analyze media messaging, cultural norms such as diet culture, and policies such as weight standards in sports that shape attitudes and behaviors related to eating. MD1A.HS1.17
- 18 Analyze signs and symptoms of addiction in self and others that indicate a need for support. MD1A.HS1.18
- 19 Explain how addiction affects mental, physical, emotional, and social wellness for self and others. MD1A.HS1.19
- 20 Identify strategies and resources that support addiction treatment and recovery, including professional treatment, peer support, and community services. MD1A.HS1.20
- 21 Explain how stigma affects communication about mental health and help-seeking behaviors. MD1A.HS1.21

Non-Suicidal Self-Injury (NSSI)

- 22 Analyze signs and symptoms of NSSI in self and others that indicate a need for support. MD1A.HS1.22

Suicide Prevention

- 23 Summarize the signs and symptoms of suicidal ideation and behaviors that indicate a need for support. MD1A.HS1.23

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

Medicine

- 1 Explain legal and illegal drugs and the appropriate use of prescription and over-the-counter medications and other substances. MD1B.HS1.1

Other Drugs

- 2 Explain the short- and long-term effects of substance use on the various dimensions of wellness. MD1B.HS1.2
- 3 Analyze predatory marketing practices that tobacco, cannabis, and vaping companies use and the impact of this marketing on substance use disparities. MD1B.HS1.3

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

- 4 Examine risk and protective factors related to substance use and misuse in individuals. MD1B.HS1.4
- 5 Summarize the risks of heroin and opioid use, including the lethal effects of fentanyl. MD1B.HS1.5
- 6 Evaluate the role and accessibility of opioid reversal methods, such as naloxone, in promoting individual and community health and safety. MD1B.HS1.6
- 7 Explain strategies to build upon individual strengths and assets to prevent substance use and misuse. MD1B.HS1.7
- 8 Explain how substance use affects a person's ability to drive or operate vehicles. MD1B.HS1.8
- 9 Explain the risks associated with riding with a driver who has been using substances. MD1B.HS1.9
- 10 Describe the dangers of using drugs or substances in combination. MD1B.HS1.10

Environmental Health

- 11 Explain the potential health and environmental effects of improper disposal of substances and paraphernalia. MD1B.HS1.11

Support Services

- 12 Demonstrate how to access community resources for treatment and support for substance use and misuse. MD1B.HS1.12
- 13 Explain the benefits and barriers to accessing substance use support and treatment for self and others. MD1B.HS1.13

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

Dignity and Respect

- 1 Differentiate between sex assigned at birth, gender identity, and gender expression. MD1C.HS1.1
- 2 Acknowledge that gender identity and gender expression exist on a continuum, may change over time, and how they relate to a person's sense of self and relationships. MD1C.HS1.2
- 3 Explain a range of identities related to sexual orientation and how these identities relate to a person's sense of self and relationships. MD1C.HS1.3
- 4 Identify how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions. MD1C.HS1.4

Boundaries and Consent

- 5 Describe how to communicate and interpret consent. MD1C.HS1.5

Anatomy and Physiology

- 6 Explain how the reproductive system involved in pregnancy supports conception, gestation, and childbirth, including symptoms and risks. MD1C.HS1.6

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 safety, technology safety, safety around others, discrimination and violence prevention, and

Sexual and Reproductive Health

- 7 Evaluate the health outcomes of abstinence and sexual behaviors, including solo, vaginal, oral, and anal sex, on unintended pregnancy and sexually transmitted infections (STIs). MD1C.HS1.7
- 8 Describe common symptoms, or lack thereof, and treatments for STIs, including human immunodeficiency virus (HIV). MD1C.HS1.8
- 9 Explain steps and practices for effective use of barrier prevention methods. MD1C.HS1.9
- 10 Identify the functions, effectiveness, accessibility, ease of use, side effects, and benefits of available contraceptives, including barrier methods. MD1C.HS1.10
- 11 Examine how self-efficacy and perceived susceptibility affect sexually transmitted infections and pregnancy prevention and treatment. MD1C.HS1.11
- 12 Evaluate how access, laws and policies, stigma, and discrimination influence pregnancy, pregnancy options, STIs, and HIV prevention. MD1C.HS1.12
- 13 Summarize community services and resources related to sexual and reproductive health. MD1C.HS1.13
- 14 Summarize the benefits of talking with parents, healthcare providers, and other trusted adults about issues related to relationships, growth and development, sexual decision-making, sexual health, and pregnancy options. MD1C.HS1.14
- 15 Summarize the importance of communicating with healthcare providers to maintain health. MD1C.HS1.15

Physical Safety

- 1 Explain accepted procedures for basic first aid and emergency care. MD1D.HS1.1
- 2 Demonstrate hands-only cardiopulmonary resuscitation and the use of automated external defibrillators. MD1D.HS1.2
- 3 Demonstrate lifesaving bleeding control techniques. MD1D.HS1.3

Technology Safety

- 4 Describe examples of discrimination, implicit bias, intimidating behaviors, and harassment in media. MD1D.HS1.4
- 5 Identify how technology impacts harassment, stalking, bullying, exploitation, and other intimidating behaviors. MD1D.HS1.5

Trusted Adults

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

- 6 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted. MD1D.HS1.6

Safety around People

- 7 Respond to situations that threaten the personal safety of self and others. MD1D.HS1.7
- 8 Summarize situations and behaviors that constitute sexual mistreatment, coercion, harassment, abuse, assault, exploitation, and trafficking. MD1D.HS1.8
- 9 Evaluate multiple ways to report bullying, sexual harassment, discrimination, and other unsafe or violent behaviors. MD1D.HS1.9

Relationships, Boundaries, and Consent

- 10 Explain examples of consent and lack of consent, sexual coercion, boundary violations, and situations when consent cannot be given. MD1D.HS1.10
- 11 Describe how peer pressure, social influence, and situations involving substances can affect a person's ability to make safe and respectful choices about personal boundaries and consent. MD1D.HS1.11
- 12 Identify the impact of sexualized messages and exposure to sexually explicit materials related to sexual behavior, relationships, and gender-based violence. MD1D.HS1.12
- 13 Explain one's rights and responsibilities provided by federal and state laws related to the creation, sharing, and viewing of sexually explicit media. MD1D.HS1.13
- 14 Assess the influence of power and control imbalances in relationships. MD1D.HS1.14
- 15 Assess outcomes and strategies for managing power and control imbalances in relationships. MD1D.HS1.15

Teasing, Bullying, Harassment, Discrimination, and Violence

- 16 Analyze how physical, social, cultural, and emotional environments may contribute to discrimination and prejudice. MD1D.HS1.16
- 17 Analyze how access to weapons relates to violence. MD1D.HS1.17

Upstanders and Compassion for Survivors of Abuse

- 18 Explain that individuals who experience abuse and assault are not at fault for the actions of the person harming them. MD1D.HS1.18
- 19 Analyze how group norms and social factors impact upstander intervention. MD1D.HS1.19
- 20 Identify the purpose and importance of Maryland's Good Samaritan Law. MD1D.HS1.20

**Nutrition:
Understanding the role
of nutrition in overall
health equips students**

Food Choices

- 1 Evaluate how eating nutrient-dense foods can enhance health and energy levels. MD1E.HS1.1

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

- 2 Summarize how to make balanced food selections in different environments. MD1E.HS1.2
- 3 Analyze various eating patterns and their impact on personal health. MD1E.HS1.3

Food and Beverage Claims and Marketing

- 4 Differentiate between unregulated health claims related to food and fact-based nutrient information. MD1E.HS1.4

Food Access

- 5 Explain how food disparities impact food choices and health outcomes. MD1E.HS1.5

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

Sleep and Rest

- 1 Explain the benefits of sleep and rest on the dimensions of wellness. MD1F.HS1.1

Current Trends that Affect Health

- 2 Summarize the potential health and social consequences of current trends that contribute to disease. MD1F.HS1.2

Chronic and Infectious Disease

- 3 Explain the factors that can contribute to diabetes and major chronic diseases. MD1F.HS1.3
- 4 Explain individual strategies for reducing infectious and chronic diseases that affect the health of adolescents. MD1F.HS1.4
- 5 Explain the role of personal responsibility, agency, preventive health care, and health literacy on health/disease outcomes. MD1F.HS1.5

Hygiene and Disease Prevention

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

- 6 Explain the importance of sexually transmitted infections (STIs) and human immunodeficiency virus (HIV) testing and counseling if one is sexually active. MD1F.HS1.6
- 7 Summarize common symptoms, or lack of symptoms, of STIs and HIV, as well as treatments for these infections. MD1F.HS1.7
- 8 Identify the efficacy of barrier methods to prevent STIs, including HIV. MD1F.HS1.8
- 9 Identify the importance of preventative care, such as breast and testicular exams. MD1F.HS1.9

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

- 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

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

Evaluate how various internal and external influences affect health and well-being. MD2.12.1A

1a Evaluate how various internal and external influences affect health and well-being. MD2.12.1A

Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being. MD2.12.1B

1b Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being. MD2.12.1B

Evaluate how social determinants of health shape health behaviors, health outcomes, and health disparities. MD2.12.2

2 Evaluate how social determinants of health shape health behaviors, health outcomes, and health disparities. MD2.12.2

Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity. MD2.12.3

3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity. MD2.12.3

Evaluate the strength of and agency to manage influences on health and well-being. MD2.12.4

4 Evaluate the strength of and agency to manage influences on health and well-being. MD2.12.4

Use valid and reliable resources to manage influences that impact health and well-being. MD2.12.5

5 Use valid and reliable resources to manage influences that impact health and well-being. MD2.12.5

Examine policies at school, community, state, and national levels that influence health and well-being. MD2.12.6

6 Examine policies at school, community, state, and national levels that influence health and well-being. MD2.12.6

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, including managing misinformation and disinformation, within digital and in-person settings. Media and

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, accessing, and evaluating valid and reliable resources, 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

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](#)

Analyze the accessibility of individuals and other resources to promote health and well-being. [MD3.12.1](#)

1 Analyze the accessibility of individuals and other resources to promote health and well-being. [MD3.12.1](#)

Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources. [MD3.12.2](#)

2 Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources. [MD3.12.2](#)

Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources. [MD3.12.3](#)

3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources. [MD3.12.3](#)

Use valid and reliable sources of health information, products, services, data, and other resources. [MD3.12.4](#)

4 Use valid and reliable sources of health information, products, services, data, and other resources. [MD3.12.4](#)

Analyze sources of misinformation and disinformation. [MD3.12.5A](#)

5a Analyze sources of misinformation and disinformation. [MD3.12.5A](#)

Apply effective strategies to evaluate and manage

5b Apply effective strategies to evaluate and manage misinformation and disinformation. [MD3.12.5B](#)

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

Apply communication skills across multiple modes of communication and media formats to support the health and well-being of self and others. MD4.12.1

1 Apply communication skills across multiple modes of communication and media formats to support the health and well-being of self and others. MD4.12.1

Apply communication skills and strategies within a variety of interpersonal contexts. MD4.12.2

2 Apply communication skills and strategies within a variety of interpersonal contexts. MD4.12.2

Demonstrate how to ask for and offer assistance to support the health of self and others. MD4.12.3

3 Demonstrate how to ask for and offer assistance to support the health of self and others. MD4.12.3

Apply communication skills related to boundaries and expressing or removing consent in a variety of situations. MD4.12.4

4 Apply communication skills related to boundaries and expressing or removing consent in a variety of situations. MD4.12.4

Apply refusal skills and strategies in a variety of situations. MD4.12.5

5 Apply refusal skills and strategies in a variety of situations. MD4.12.5

Apply skills and strategies to prevent, manage, or resolve conflict. MD4.12.6

6 Apply skills and strategies to prevent, manage, or resolve conflict. MD4.12.6

Demonstrate collaboration skills in a variety of situations. MD4.12.7

7 Demonstrate collaboration skills in a variety of situations. MD4.12.7

Demonstrate the safe and appropriate use of negotiation skills to enhance health and avoid or reduce health risks. MD4.12.8

8 Demonstrate the safe and appropriate use of negotiation skills to enhance health and avoid or reduce health risks. MD4.12.8

Adapt strategies to communicate with others with different perspectives and values in various contexts. MD4.12.9

9 Adapt strategies to communicate with others with different perspectives and values in various contexts. MD4.12.9

Communicate with empathy and compassion. MD4.12.10

10 Communicate with empathy and compassion. MD4.12.10

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](#)

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 of life within individual, interpersonal, community, societal, and environmental contexts. [MD5](#)

Analyze how health-related decisions may affect personal and public health from a variety of perspectives. [MD5.12.1](#)

1 Analyze how health-related decisions may affect personal and public health from a variety of perspectives. [MD5.12.1](#)

Determine when and why health-related situations require the application of a thoughtful decision-making process. [MD5.12.2](#)

2 Determine when and why health-related situations require the application of a thoughtful decision-making process. [MD5.12.2](#)

Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. [MD5.12.3](#)

3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. [MD5.12.3](#)

Analyze a variety of options based on priorities, potential outcomes and impacts

4 Analyze a variety of options based on priorities, potential outcomes and impacts on the health and well-being at individual, interpersonal, community, societal, and environmental levels. [MD5.12.4](#)

on the health and well-being at individual, interpersonal, community, societal, and environmental levels. MD5.12.4

Analyze the potential outcomes and impacts of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels. MD5.12.5

5 Analyze the potential outcomes and impacts of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels. MD5.12.5

Develop a plan of action to implement a health-related decision. MD5.12.6

6 Develop a plan of action to implement a health-related decision. MD5.12.6

Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. MD5.12.7

7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. MD5.12.7

Evaluate the effectiveness of health-related decisions on self and others. MD5.12.8

8 Evaluate the effectiveness of health-related decisions on self and others. MD5.12.8

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

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

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 practices and overall health status to support goal-setting. MD6.12.1

1 Evaluate personal health practices and overall health status to support goal-setting. MD6.12.1

Assess influences on the goal-setting process. MD6.12.2

2 Assess influences on the goal-setting process. MD6.12.2

Use an individual, supported, or collaborative goal-setting process as appropriate to support health and well-being. MD6.12.3

3 Use an individual, supported, or collaborative goal-setting process as appropriate to support health and well-being. MD6.12.3

Formulate a goal plan that addresses supports and barriers to attaining a health-related goal. MD6.12.4

4 Formulate a goal plan that addresses supports and barriers to attaining a health-related goal. MD6.12.4

Formulate a goal plan that includes progress monitoring and goal adjustment as appropriate. MD6.12.5

5 Formulate a goal plan that includes progress monitoring and goal adjustment as appropriate. MD6.12.5

Evaluate the goal-setting process and outcomes on health and well-being. MD6.12.6

6 Evaluate the goal-setting process and outcomes on health and well-being. MD6.12.6

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

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](#)

Analyze the role of individual responsibility in enhancing health. [MD7.12.1](#)

1 Analyze the role of individual responsibility in enhancing health. [MD7.12.1](#)

Analyze supports and barriers to engaging in health-related practices and behaviors. [MD7.12.2](#)

2 Analyze supports and barriers to engaging in health-related practices and behaviors. [MD7.12.2](#)

Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being. [MD7.12.3](#)

3 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being. [MD7.12.3](#)

Adapt practices and behaviors to support individual and collective health and well-being. MD7.12.4

4 Adapt practices and behaviors to support individual and collective health and well-being. MD7.12.4

Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being. MD7.12.5

5 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being. MD7.12.5

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

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Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels. MD8.12.1

1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels. MD8.12.1

Advocate for health issues individually and collaboratively to

2 Advocate for health issues individually and collaboratively to promote health and well-being. MD8.12.2

promote health and well-being. MD8.12.2

Customize advocacy skills and strategies for varying audiences and contexts. MD8.12.3

3 Customize advocacy skills and strategies for varying audiences and contexts. MD8.12.3

Demonstrate self-advocacy skills and strategies to promote health and well-being. MD8.12.4

4 Demonstrate self-advocacy skills and strategies to promote health and well-being. MD8.12.4

Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels. MD8.12.5

5 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels. MD8.12.5

Evaluate the process, outcomes, and impact of advocacy efforts at the individual, interpersonal, community, societal, and environmental levels. MD8.12.6

6 Evaluate the process, outcomes, and impact of advocacy efforts at the individual, interpersonal, community, societal, and environmental levels. MD8.12.6

Analyze the role of collaboration among different people in a community to prevent and solve community health issues. MD8.12.7

7 Analyze the role of collaboration among different people in a community to prevent and solve community health issues. MD8.12.7