

High School II

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 Analyze the relationships between various dimensions of wellness as related to health outcomes. [MD1A.HS2.1](#)
- 2 Evaluate practices and behaviors that support or hinder health and well-being at the various levels of the socioecological model. [MD1A.HS2.2](#)
- 3 Explain the relationship between mental health and wellness and broader social outcomes, including violence, substance use, academic achievement, and community safety. [MD1A.HS2.3](#)
- 4 Analyze the impact of digital and social media on the dimensions of wellness. [MD1A.HS2.4](#)

Emotions, Feelings, and Relationships

- 5 Analyze how social determinants of health are interrelated and impact community mental health outcomes. [MD1A.HS2.5](#)

Self and Social Awareness

- 6 Explain ways to build upon individual, interpersonal, community, societal, and environmental strengths and assets to support individual and collective mental health and well-being. [MD1A.HS2.6](#)

Body Image

- 7 Evaluate how appearance bias, societal norms, and media influences like influencer culture and algorithms influence health behaviors, perpetuate health disparities, impact access to care, and affect overall well-being. [MD1A.HS2.7](#)

Digital and Social Media

- 8 Analyze the impact of social media on population-level wellness, including its role in shaping norms, behaviors, health disparities, and access to information across diverse communities. [MD1A.HS2.8](#)

Seeking Help

- 9 Analyze the relationship between access to professional health care and overall mental health and well-being. [MD1A.HS2.9](#)
- 10 Analyze the benefits of and barriers to accessing mental health resources at the individual, interpersonal, community, and societal levels. [MD1A.HS2.10](#)

- 11 Explain health-promoting practices and behaviors to support health and well-being in self and others who are experiencing a mental health challenge or crisis. MD1A.HS2.11

Mental Health Challenges

- 12 Evaluate the connection between the social determinants of health and the impact on individual and collective feelings of stress. MD1A.HS2.12
- 13 Analyze the benefits and barriers of various strategies for dealing with stress, anxiety, and anger. MD1A.HS2.13
- 14 Evaluate causes, symptoms, and effects of depression. MD1A.HS2.14
- 15 Describe the potential outcomes associated with harmful coping strategies. MD1A.HS2.15
- 16 Evaluate the effectiveness of community resources and programs that promote nourishing eating patterns, body positivity, and mental health awareness. MD1A.HS2.16
- 17 Explain the relationships between social determinants of health and addiction prevalence and treatment in communities. MD1A.HS2.17
- 18 Evaluate the impact of addiction on individuals, communities, and public health outcomes. MD1A.HS2.18
- 19 Describe a variety of approaches for treating addiction and supporting recovery from addiction, including professional treatment, peer support, and community services. MD1A.HS2.19
- 20 Analyze how mental health stigma contributes to disparities in health outcomes, focusing on its impact on access to care, treatment, and support across diverse populations. MD1A.HS2.20

Non-Suicidal Self-Injury (NSSI)

- 21 Explain the connection between thoughts, emotions, addiction, disordered eating, and NSSI. MD1A.HS2.21

Suicide Prevention

- 22 Analyze how various factors, such as substance use, cyberbullying, and gambling, are associated with suicide. MD1A.HS2.22

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

Medicine

- 1 Examine the difference between traditional medicine in one's culture and substances that may be harmful or misused. MD1B.HS2.1

Other Drugs

- 2 Describe the legal issues related to using drugs and substances, including the disproportionate rates of incarceration of specific racial and ethnic groups. MD1B.HS2.2

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

- 3 Examine historical factors that increase the likelihood of substance use within communities. MD1B.HS2.3
- 4 Analyze how risk and protective factors impact substance use behaviors in individuals and communities. MD1B.HS2.4
- 5 Examine prevention strategies and policies designed to address addiction and reduce harm. MD1B.HS2.5
- 6 Evaluate strategies to build upon community and societal strengths and assets to prevent substance use and misuse. MD1B.HS2.6
- 7 Explain the potential consequences of driving or operating vehicles under the influence of substances. MD1B.HS2.7
- 8 Analyze the relationship between substance use and other health outcomes, such as unintentional injuries, violence, suicide, and sexual behaviors. MD1B.HS2.8
- 9 Explain the potential impacts of substance use on community health outcomes. MD1B.HS2.9

Environmental Health

- 10 Explain strategies for the safe disposal of substances and/or paraphernalia. MD1B.HS2.10

Support Services

- 11 Analyze the benefits of and barriers to accessing substance use prevention, treatment, and recovery support services at the community and societal levels.. MD1B.HS2.11

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

Dignity and Respect

- 1 Summarize how historic and ongoing policies and practices have shaped sexual health outcomes and agency for gender diverse communities and other underserved groups. MD1C.HS2.1
- 2 Evaluate how programs and policies can impact experiences for people of all sexual orientations, gender identities, and gender expressions. MD1C.HS2.2

Boundaries and Consent

- 3 Demonstrate effective ways to communicate consent, personal boundaries, and preferences as they relate to sexual behavior and the sharing of sexual content via digital messaging. MD1C.HS2.3

Anatomy and Physiology

- 4 Describe the major milestones of each trimester of fetal development and factors that affect pregnancy outcomes. MD1C.HS2.4

Sexual and Reproductive Health

- 5 Analyze how various strategies, such as condom use, mutual monogamy, and limiting partners, impact the likelihood of unintended pregnancy and STIs. MD1C.HS2.5

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

- 6 Demonstrate the steps for effective use of barrier prevention methods. MD1C.HS2.6
- 7 Identify the efficacy of biomedical approaches to prevent STIs, including HIV. MD1C.HS2.7
- 8 Describe how values, family, culture, and media can influence decisions about relationships and sexuality. MD1C.HS2.8
- 9 Explain effective strategies to find and use resources related to the prevention, testing, and treatment of sexual health concerns, including contraception, STI screenings, and reproductive healthcare. MD1C.HS2.9
- 10 Evaluate community services and resources related to sexual and reproductive health. MD1C.HS2.10
- 11 Summarize why a person who is sexually active would need regular sexual health screenings. MD1C.HS2.11
- 12 Demonstrate the ability to advocate for personal health by listing potential questions to ask a health care provider regarding relationships, growth and development, sexual decision-making, sexual health, and pregnancy options. MD1C.HS2.12

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.

Physical Safety

- 1 Examine the ways in which emergency response varies based on sociocultural and socio-political factors. MD1D.HS2.1
- 2 Examine the key components of vehicle safety with an emphasis on distracted driving, including the impacts on public health and safety, and evidence-based strategies for prevention and risk reduction. MD1D.HS2.2

Technology Safety

- 3 Analyze the impact of media on discrimination, implicit bias, intimidating behaviors, and violence. MD1D.HS2.3

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.HS2.4

Safety around People

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

- 5 Respond to situations that threaten the personal safety of self and others. MD1D.HS2.5
- 6 Analyze gaps between sexual violence law as written and law as experienced. MD1D.HS2.6
- 7 Analyze laws, policies, and consequences related to sexual mistreatment, coercion, harassment, abuse, assault, exploitation, child sexual abuse material (CSAM), and human sex trafficking that are designed to protect young people. MD1D.HS2.7
- 8 Demonstrate multiple ways to report sexual mistreatment, coercion, harassment, abuse, assault, exploitation, and human sex trafficking. MD1D.HS2.8
- 9 Identify local, state, national, and other resources for survivors of sexual violence. MD1D.HS2.9

Relationships, Boundaries, and Consent

- 10 Analyze how power dynamics, social pressure, and impairment affect an individual's ability to give or withhold consent. MD1D.HS2.10
- 11 Evaluate the characteristics of relationships by comparing their emotional, psychological, and behavioral dynamics across diverse social and cultural contexts. MD1D.HS2.11
- 12 Analyze the impact of sexualized messages and exposure to sexually explicit materials related to sexual behavior, relationships, and gender-based violence. MD1D.HS2.12
- 13 Explain the potential social, emotional, and legal consequences of engaging in sexual behavior without consent. MD1D.HS2.13

Teasing, Bullying, Harassment, Discrimination, and Violence

- 14 Analyze the consequences of hate, discrimination, and prejudice on communities. MD1D.HS2.14
- 15 Analyze how the social determinants of health contribute to violence. MD1D.HS2.15
- 16 Analyze how various environmental factors may contribute to violence. MD1D.HS2.16

Upstanders and Compassion for Survivors of Abuse

- 17 Explain that individuals who experience abuse and assault are not at fault for the actions of the person harming them. MD1D.HS2.17
- 18 Examine societal attitudes related to perpetrator responsibility. MD1D.HS2.18
- 19 Explain the impact of Maryland's Good Samaritan Law on contacting emergency services. MD1D.HS2.19

Nutrition:
Understanding the role of nutrition in overall health equips students with the knowledge and

Food Choices

- 1 Describe the relationship between personal eating behaviors, nutrient intake, and overall personal health. MD1E.HS2.1

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

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

- 2 Describe the impact of food production, preparation methods, preservation, and distribution on food nutrient value and personal health. MD1E.HS2.2
- 3 Explain community strategies to incorporate eating a variety of nutrient-dense foods. MD1E.HS2.3

Food and Beverage Claims and Marketing

- 4 Explain food marketing approaches and claims and their relationship to people's eating behaviors. MD1E.HS2.4

Environmental Health

- 5 Evaluate the relationship between environmental factors and individual and community nutrition. MD1E.HS2.5

Food Access

- 6 Determine community-level support or action for improving food access. MD1E.HS2.6
- 7 Analyze how the social determinants of health impact food disparities. MD1E.HS2.7

Current Trends that Affect Health

- 1 Analyze choices related to organ donation. MD1F.HS2.1

Chronic and Infectious Disease

- 2 Explain how the social determinants of health contribute to major chronic diseases. MD1F.HS2.2
- 3 Explain why it is important to know the STIs and HIV status of oneself and of a potential sexual partner. MD1F.HS2.3
- 4 Evaluate the role of access to preventative, testing, and treatment healthcare services in disease prevention. MD1F.HS2.4

Hygiene and Disease Prevention

- 5 Examine how historical approaches to investigating and treating disease in different communities have influenced health equity. MD1F.HS2.5
- 6 Analyze the disproportionate health impact of human-induced environmental change in communities. MD1F.HS2.6
- 7 Identify the efficacy of biomedical approaches to prevent STIs, including HIV. MD1F.HS2.7

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

- 8** Evaluate the impact of Maryland's laws related to minors' abilities to consent to healthcare services. MD1F.HS2.8

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

- 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

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 technology play a

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

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

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

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