



S T A N D A R D S

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum:
Aligned with **the** Maryland Comprehensive Health Education Framework (High School, 2026)

Maryland Comprehensive Health Education Framework (February 2026): <https://www.marylandpublicschools.org/about/Documents/DCAA/Health/Health-Education-Framework-A.pdf>

Maryland's Comprehensive Health Education Framework (February 2026), High School — the 8 Standards:

1. Use functional health information to support the health and well-being of self and others, including: A. Mental and emotional health; B. Substance use and misuse; C. Family life and human sexuality; D. Safety and violence prevention; E. Nutrition; and F. Disease prevention and control.
2. Analyze influences that affect the health and well-being of self and others.
3. Access valid and reliable resources to support the health and well-being of self and others.
4. Use interpersonal communication skills to support the health and well-being of self and others.
5. Use a decision-making process to support the health and well-being of self and others.
6. Use a goal-setting process to support the health and well-being of self and others.
7. Demonstrate practices and behaviors to support the health and well-being of self and others.
8. Advocate to promote the health and well-being of self and others.

Standard 1 Content Standards:

Mental and Emotional Health (1a), Substance Use and Misuse (1b), Family Life and Human Sexuality (1c), Safety and Violence Prevention (1d), Nutrition (1e), Disease Prevention and Control (1f)

Adopted February 24, 2026 by the Maryland State Board of Education (COMAR 13A.04.18), superseding the July 2022 framework. High school content standards (Standards 1a-1f) are organized into Health I and Health II courses (codes MD1x.HS1.n and MD1x.HS2.n); skills standards 2-8 carry Grades 9-12 indicators (codes MD#.12.n).

Standard 1a: Mental and Emotional Health — Health I		
Wellness	MD1a.HS1.1: Assess personal strengths and assets that support various dimensions of wellness related to health outcomes.	Mental Health: Day 1-2 (5 Dimensions, Wellness spectrum). Empathy: Day 2 (Strength assessment).
	MD1a.HS1.2: Examine connections between individual health literacy, organizational health literacy, and mental health outcomes.	Community Health: Day 5 (Health Literacy).
Emotions, Feelings, and Relationships	MD1a.HS1.3: Evaluate practices and behaviors that support mental and emotional health and well-being, including how to manage emotions, demonstrate empathy, and build healthy relationships.	Mental Health: Day 3-4 (Adaptive coping, Mental Health Toolbox). Empathy: Day 2 (Active Listening). Conflict: Day 2 (Relationship wellness).
	MD1a.HS1.4: Analyze how social determinants of health are interrelated and impact individual mental health outcomes.	Begin a Term: Day 2 (Social Determinants). Mental Health: Day 3-4 (Gender/Race). Stress: Day 9-10 (Poverty/Discrimination).
Self and Social Awareness	MD1a.HS1.5: Identify strategies that promote self-efficacy and resilience to persevere through challenges.	Mental Health: Day 9-10 (Post-traumatic growth). Self-Esteem: Day 2 (Internal validation). Stress: Day 9-10 (Habit building).
Body Image	MD1a.HS1.6: Explain how individual and societal perceptions of body image, including intersectional influences such as identities, may influence mental and physical wellness.	Sex Education: Day 1-2 (Body image). Self-Esteem: Day 4 (Internalized beauty, Instagram/TikTok). Begin a Term: Day 1 (Intersectionality).
Digital and Social Media	MD1a.HS1.7: Analyze how social media use, including algorithm-driven content, influences mental and emotional health, self-image, relationships, and stress.	Mental Health: Day 1-2 (Social Media Trap) , Day 7-8 (Digital influence, Digital validation).

Seeking Help	MD1a.HS1.8: Identify trusted adults, mental health professionals, and resources to support mental health and well-being.	Mental Health: Day 1-2 (Counselors/Support groups) , Day 9-10 (Therapists/Peer support). Begin a Term: Day 2 (School counselors/nurses).
	MD1a.HS1.9: Evaluate when and how to seek help for mental and emotional health challenges.	Mental Health: Day 5-6 (Seeking support) , Day 9-10 (Active seeking). Stress: Day 3-4 (Help-seeking).
	MD1a.HS1.10: Describe local and community resources, services, and approaches to treatment to help oneself or others for mental and emotional health.	Mental Health: Day 5-6 (Crisis Text Line). Stress: Day 5-6 (988, Wellness centers).
Mental Health Challenges	MD1a.HS1.11: Evaluate internal and external sources of stress and anxiety and their impact on thoughts, feelings, and behaviors.	Stress: Day 1-2 (Survey, Eustress vs Distress, Pressure outcomes).
	MD1a.HS1.12: Explain how various health-promoting strategies reduce stress, anxiety and anger to support health and well-being.	Stress: Day 1-2 (5-4-3-2-1, Reduction strategy). Mental Health: Day 1-2 (Mindful breathing). Conflict: Day 1 (Regulation strategy).
	MD1a.HS1.13: Analyze signs and symptoms of stress and anxiety in self and others that indicate a need for support.	Stress: Day 3-4 (Foggy brain/Headaches). Mental Health: Day 1-2 (Concentration issues).
	MD1a.HS1.14: Analyze signs and symptoms of depression and other mental health challenges in self and others that indicate a need for support.	Stress: Day 3-4 (Sadness vs Clinical Depression). Mental Health: Day 5-6 (Hopelessness). Self-Esteem: Day 2 (Self-esteem vs Depression).
	MD1a.HS1.15: Describe that healing after loss is a natural process that takes time and support.	Stress: Day 7-8 (Grief Map, Processing grief, Healing acts).

	MD1a.HS1.16: Analyze signs and symptoms of disordered eating in self and others that indicate a need for support.	Nutrition: Day 3-4 (Clinical complexity of Anorexia/Bulimia, Supporting Diego).
	MD1a.HS1.17: 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.	Nutrition: Day 1-2 (Diet Culture) , Day 3-4 (Thinness narrative harm). Self-Esteem: Day 4 (Instagram/TikTok).
	MD1a.HS1.18: Analyze signs and symptoms of addiction in self and others that indicate a need for support.	Dangerous Decisions: Day 2 (Tolerance/Dependence, Substance impact). Alcohol: Day 3 (AUD chronic nature).
	MD1a.HS1.19: Explain how addiction affects mental, physical, emotional, and social wellness for self and others.	Drugs: Day 3 (Memory/Breathing impact). Alcohol: Day 4 (Family addiction roles). Dangerous Decisions: Day 2 (Numbing).
	MD1a.HS1.20: Identify strategies and resources that support addiction treatment and recovery, including professional treatment, peer support, and community services.	Drugs: Day 4 (Medication-Assisted Treatment). Alcohol: Day 2 (Minor in Possession/Treatment access) , Day 3 (Treatment points).
	MD1a.HS1.21: Explain how stigma affects communication about mental health and help-seeking behaviors.	Stress: Day 5-6 (Stigma, Reducing silence). Mental Health: Day 1-2 (Breaking Stigma PSA).
Non-Suicidal Self-Injury (NSSI)	MD1a.HS1.22: Analyze signs and symptoms of NSSI in self and others that indicate a need for support.	Mental Health: Day 5-6 (Self-harm warning signs). Stress: Day 5-6 (Warning sign response).
Suicide Prevention	MD1a.HS1.23: Summarize the signs and symptoms of suicidal ideation and behaviors that indicate a need for support.	Stress: Day 5-6 (Warning sign response, Sudden calm, Risk/Protective Factors).

Standard 1a: Mental and Emotional Health — Health II		
Wellness	MD1a.HS2.1: Analyze the relationships between various dimensions of wellness as related to health outcomes.	Mental Health: Day 1-2 (5 Dimensions, Biopsychosocial, Wellness spectrum).
	MD1a.HS2.2: Evaluate practices and behaviors that support or hinder health and well-being at the various levels of the socioecological model.	Mental Health: Day 5-6 (Impact on individual/community). Begin a Term: Day 2 (Vortex of Impact).
	MD1a.HS2.3: Explain the relationship between mental health and wellness and broader social outcomes, including violence, substance use, academic achievement, and community safety.	Mental Health: Day 5-6 (Impact on individual/community). Dangerous Decisions: Day 2 (Coping, Numbing). Violence: Day 5 (Protective Factors).
	MD1a.HS2.4: Analyze the impact of digital and social media on the dimensions of wellness.	Mental Health: Day 7-8 (Digital Balance, Digital Personas, Online Hygiene Plan).
Emotions, Feelings, and Relationships	MD1a.HS2.5: Analyze how social determinants of health are interrelated and impact community mental health outcomes.	Begin a Term: Day 2 (Social Determinants). Stress: Day 9-10 (Poverty/Discrimination). Diversity: Day 2 (Social Determinants/Barriers).
Self and Social Awareness	MD1a.HS2.6: Explain ways to build upon individual, interpersonal, community, societal, and environmental strengths and assets to support individual and collective mental health and well-being.	Mental Health: Day 5-6 (Planning an initiative) , Day 9-10 (Positive culture advocacy, School climate).
Body Image	MD1a.HS2.7: 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.	Self-Esteem: Day 4 (Internalized beauty, Instagram/TikTok). Nutrition: Day 1-2 (Diet Culture). Mental Health: Day 7-8 (Digital influence).

Digital and Social Media	MD1a.HS2.8: 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.	Mental Health: Day 7-8 (Digital influence, Cyberbullying/Digital footprints). Empathy: Day 2 (Culture/Technology).
Seeking Help	MD1a.HS2.9: Analyze the relationship between access to professional health care and overall mental health and well-being.	Mental Health: Day 5-6 (Minor access laws). Stress: Day 3-4 (Valid points of help).
	MD1a.HS2.10: Analyze the benefits of and barriers to accessing mental health resources at the individual, interpersonal, community, and societal levels.	Stress: Day 3-4 (Systemic barriers, Valid points of help). Mental Health: Day 5-6 (Minor access laws).
	MD1a.HS2.11: 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.	Stress: Day 5-6 (ALGEE, Active listening/Refusing secrets, Safety Plan). Mental Health: Day 5-6 (Listening/Thanking them).
Mental Health Challenges	MD1a.HS2.12: Evaluate the connection between the social determinants of health and the impact on individual and collective feelings of stress.	Stress: Day 1-2 (Racism/Sexism) , Day 9-10 (Poverty/Discrimination).
	MD1a.HS2.13: Analyze the benefits and barriers of various strategies for dealing with stress, anxiety, and anger.	Stress: Day 1-2 (Escape/Numb out, Reduction strategy). Mental Health: Day 3-4 (Adaptive coping, Reacting vs Responding).
	MD1a.HS2.14: Evaluate causes, symptoms, and effects of depression.	Stress: Day 3-4 (Sadness vs Clinical Depression, Foggy brain/Headaches). Mental Health: Day 5-6 (Hopelessness).
	MD1a.HS2.15: Describe the potential outcomes associated with harmful coping strategies.	Stress: Day 1-2 (Escape/Numb out). Mental Health: Day 5-6 (Numbing myths, Numbing pain). Dangerous Decisions: Day 2 (Numbing).

	MD1a.HS2.16: Evaluate the effectiveness of community resources and programs that promote nourishing eating patterns, body positivity, and mental health awareness.	Nutrition: Day 3-4 (NEDA/Professional medical care, ED therapy, PSA Project).
	MD1a.HS2.17: Explain the relationships between social determinants of health and addiction prevalence and treatment in communities.	Drugs: Day 4 (Systemic inequities/Stigma). Dangerous Decisions: Day 2 (Inequality).
	MD1a.HS2.18: Evaluate the impact of addiction on individuals, communities, and public health outcomes.	Alcohol: Day 4 (Family addiction roles, Safe community advocacy). Dangerous Decisions: Day 2 (Substance impact).
	MD1a.HS2.19: Describe a variety of approaches for treating addiction and supporting recovery from addiction, including professional treatment, peer support, and community services.	Drugs: Day 4 (Medication-Assisted Treatment). Alcohol: Day 3 (Treatment points). Mental Health: Day 9-10 (Therapists/Peer support).
	MD1a.HS2.20: 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.	Mental Health: Day 1-2 (Breaking Stigma PSA) , Day 3-4 (Gender/Race). Stress: Day 5-6 (Stigma).
Non-Suicidal Self-Injury (NSSI)	MD1a.HS2.21: Explain the connection between thoughts, emotions, addiction, disordered eating, and NSSI.	Mental Health: Day 5-6 (Self-harm warning signs, Numbing pain). Nutrition: Day 3-4 (Clinical complexity of Anorexia/Bulimia).
Suicide Prevention	MD1a.HS2.22: Analyze how various factors, such as substance use, cyberbullying, and gambling, are associated with suicide.	Stress: Day 5-6 (Risk/Protective Factors). Mental Health: Day 7-8 (Cyberbullying/Digital footprints). Dangerous Decisions: Day 2 (Substance impact).

Standard 1b: Substance Use and Misuse — Health I

Medicine	MD1b.HS1.1: Explain legal and illegal drugs and the appropriate use of prescription and over-the-counter medications and other substances.	Dangerous Decisions: Day 2 (Alcohol, Nicotine, Cannabis, Opioids, Substance quiz). Drugs: Day 2 (Prescription/OTC drug forms).
Other Drugs	MD1b.HS1.2: Explain the short- and long-term effects of substance use on the various dimensions of wellness.	Dangerous Decisions: Day 2 (Substance impact). Drugs: Day 3 (Memory/Breathing impact). Alcohol: Day 1 (Depressant).
	MD1b.HS1.3: Analyze predatory marketing practices that tobacco, cannabis, and vaping companies use and the impact of this marketing on substance use disparities.	Tobacco: Day 1 (Vape ad decoding). Drugs: Day 2 (Industry marketing impact).
	MD1b.HS1.4: Examine risk and protective factors related to substance use and misuse in individuals.	Dangerous Decisions: Day 1 (Peer Pressure, Risky Choices). Stress: Day 5-6 (Risk/Protective Factors).
	MD1b.HS1.5: Summarize the risks of heroin and opioid use, including the lethal effects of fentanyl.	Dangerous Decisions: Day 2 (Alcohol, Nicotine, Cannabis, Opioids). Drugs: Day 1 (Stimulants/Opioids). End a Term: Day 1 (Synthetic Opioids MC 4).
	MD1b.HS1.6: Evaluate the role and accessibility of opioid reversal methods, such as naloxone, in promoting individual and community health and safety.	Dangerous Decisions: Day 2 (911/Narcan). Drugs: Day 3 (Narcan administration).
	MD1b.HS1.7: Explain strategies to build upon individual strengths and assets to prevent substance use and misuse.	Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE, Risk Management Plan). Self-Esteem: Day 5 (Values foundation).
	MD1b.HS1.8: Explain how substance use affects a person’s ability to drive or operate vehicles.	Dangerous Decisions: Day 1 (Risky driving). Alcohol: Day 2 (BAC limits).

	MD1b.HS1.9: Explain the risks associated with riding with a driver who has been using substances.	Dangerous Decisions: Day 1 (Risky driving) , Day 3 (Refusal/Negotiation skills).
	MD1b.HS1.10: Describe the dangers of using drugs or substances in combination.	Alcohol: Day 1 (Mixing substances risks) , Day 1-4 (Overdose/Poisoning response).
Environmental Health	MD1b.HS1.11: Explain the potential health and environmental effects of improper disposal of substances and paraphernalia.	Review Required
Support Services	MD1b.HS1.12: Demonstrate how to access community resources for treatment and support for substance use and misuse.	Alcohol: Day 2 (Minor in Possession/Treatment access) , Day 3 (Treatment points). Drugs: Day 4 (Medication-Assisted Treatment).
	MD1b.HS1.13: Explain the benefits and barriers to accessing substance use support and treatment for self and others.	Alcohol: Day 2 (Minor in Possession/Treatment access). Drugs: Day 4 (Systemic inequities/Stigma).

Standard 1b: Substance Use and Misuse — Health II		
Medicine	MD1b.HS2.1: Examine the difference between traditional medicine in one’s culture and substances that may be harmful or misused.	Review Required
Other Drugs	MD1b.HS2.2: Describe the legal issues related to using drugs and substances, including the disproportionate rates of incarceration of specific racial and ethnic groups.	Drugs: Day 3 (Possession/Misuse consequences) , Day 4 (Systemic inequities/Stigma). Alcohol: Day 3 (Criminal records).
	MD1b.HS2.3: Examine historical factors that increase the likelihood of substance use within communities.	Drugs: Day 4 (Systemic inequities/Stigma). Dangerous Decisions: Day 2 (Inequality).

	MD1b.HS2.4: Analyze how risk and protective factors impact substance use behaviors in individuals and communities.	Dangerous Decisions: Day 1 (Peer Pressure), Day 2 (Inequality). Stress: Day 5-6 (Risk/Protective Factors).
	MD1b.HS2.5: Examine prevention strategies and policies designed to address addiction and reduce harm.	Drugs: Day 3 (Harm reduction leadership). Dangerous Decisions: Day 2 (Good Samaritan laws).
	MD1b.HS2.6: Evaluate strategies to build upon community and societal strengths and assets to prevent substance use and misuse.	Alcohol: Day 4 (Safe community advocacy). Tobacco: Day 2 (Tobacco-free advocacy).
	MD1b.HS2.7: Explain the potential consequences of driving or operating vehicles under the influence of substances.	Alcohol: Day 2 (BAC limits). Dangerous Decisions: Day 1 (Risky driving, Legal outcomes).
	MD1b.HS2.8: Analyze the relationship between substance use and other health outcomes, such as unintentional injuries, violence, suicide, and sexual behaviors.	Dangerous Decisions: Day 2 (Water safety/blackouts, Substance impact). Stress: Day 5-6 (Risk/Protective Factors).
	MD1b.HS2.9: Explain the potential impacts of substance use on community health outcomes.	Alcohol: Day 4 (Safe community advocacy). Drugs: Day 4 (Systemic inequities/Stigma).
Environmental Health	MD1b.HS2.10: Explain strategies for the safe disposal of substances and/or paraphernalia.	Review Required
Support Services	MD1b.HS2.11: Analyze the benefits of and barriers to accessing substance use prevention, treatment, and recovery support services at the community and societal levels..	Drugs: Day 4 (Medication-Assisted Treatment, Systemic inequities/Stigma). Alcohol: Day 2 (Minor in Possession/Treatment access).

Standard 1c: Family Life and Human Sexuality — Health I

Dignity and Respect	MD1c.HS1.1: Differentiate between sex assigned at birth, gender identity, and gender expression.	Sex Education: Day 5-6 (Gender identity/expression). Body Systems: Day 3 (Gender identity norms).
	MD1c.HS1.2: 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.	Sex Education: Day 5-6 (Gender identity/expression). Diversity: Day 3 (LGBTQ+ Affirmation).
	MD1c.HS1.3: Explain a range of identities related to sexual orientation and how these identities relate to a person’s sense of self and relationships.	Sex Education: Day 5-6 (Sexual orientation spectrum). Diversity: Day 3 (Affirming language, Identity stigma).
	MD1c.HS1.4: Identify how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions.	Diversity: Day 2 (Inclusion strategy, Advocating for Equity) , Day 3 (LGBTQ+ Affirmation).
Boundaries and Consent	MD1c.HS1.5: Describe how to communicate and interpret consent.	Sex Education: Day 3-4 (Clear "No" strategies) , Day 7-8 (Yes/No/Maybe map). Begin a Term: Day 2 (Practicing consent).
Anatomy and Physiology	MD1c.HS1.6: Explain how the reproductive system involved in pregnancy supports conception, gestation, and childbirth, including symptoms and risks.	Sex Education: Day 7-8 (Fertilization). Body Systems: Day 3 (Sperm/Egg production, Hormonal shifts).
Sexual and Reproductive Health	MD1c.HS1.7: Evaluate the health outcomes of abstinence and sexual behaviors, including solo, vaginal, oral, and anal sex, on unintended pregnancy and sexually transmitted infections (STIs).	Sex Education: Day 7-8 (STI transmission) , Day 9-10 (Abstinence proactive choice).

	MD1c.HS1.8: Describe common symptoms, or lack thereof, and treatments for STIs, including human immunodeficiency virus (HIV).	Sex Education: Day 7-8 (STI transmission, Testing bookmarks). Diseases: Day 4 (STI Stigma challenge).
	MD1c.HS1.9: Explain steps and practices for effective use of barrier prevention methods.	Sex Education: Day 7-8 (Condom Demo/Steps).
	MD1c.HS1.10: Identify the functions, effectiveness, accessibility, ease of use, side effects, and benefits of available contraceptives, including barrier methods.	Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP, Condom Demo/Steps).
	MD1c.HS1.11: Examine how self-efficacy and perceived susceptibility affect sexually transmitted infections and pregnancy prevention and treatment.	Sex Education: Day 7-8 (Decision Scenario) , Day 9-10 (45% of teens statistic).
	MD1c.HS1.12: Evaluate how access, laws and policies, stigma, and discrimination influence pregnancy, pregnancy options, STIs, and HIV prevention.	Sex Education: Day 9-10 (Confidentiality/Minor access laws, Ownership/Rights). Diseases: Day 4 (STI Stigma challenge).
	MD1c.HS1.13: Summarize community services and resources related to sexual and reproductive health.	Sex Education: Day 7-8 (Testing bookmarks) , Day 9-10 (Planned Parenthood).
	MD1c.HS1.14: 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.	Sex Education: Day 1-2 (Counselors) , Day 9-10 (Values check). Stress: Day 7-8 (Parent-Teen Communicator).
	MD1c.HS1.15: Summarize the importance of communicating with healthcare providers to maintain health.	Diseases: Day 5 (Asking doctors the right questions).

Standard 1c: Family Life and Human Sexuality — Health II

Dignity and Respect	MD1c.HS2.1: Summarize how historic and ongoing policies and practices have shaped sexual health outcomes and agency for gender diverse communities and other underserved groups.	Diversity: Day 1 (Systemic privilege) , Day 3 (Identity stigma). Sex Education: Day 9-10 (Ownership/Rights).
	MD1c.HS2.2: Evaluate how programs and policies can impact experiences for people of all sexual orientations, gender identities, and gender expressions.	Diversity: Day 2 (Inclusion strategy, Advocating for Equity) , Day 3 (LGBTQ+ Affirmation).
Boundaries and Consent	MD1c.HS2.3: 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.	Sex Education: Day 1-2 (Sexting consequences) , Day 3-4 (Clear "No" strategies) , Day 7-8 (Yes/No/Maybe map).
Anatomy and Physiology	MD1c.HS2.4: Describe the major milestones of each trimester of fetal development and factors that affect pregnancy outcomes.	Review Required
Sexual and Reproductive Health	MD1c.HS2.5: Analyze how various strategies, such as condom use, mutual monogamy, and limiting partners, impact the likelihood of unintended pregnancy and STIs.	Sex Education: Day 7-8 (Condom Demo/Steps, STI transmission) , Day 9-10 (Abstinence proactive choice).
	MD1c.HS2.6: Demonstrate the steps for effective use of barrier prevention methods.	Sex Education: Day 7-8 (Condom Demo/Steps).
	MD1c.HS2.7: Identify the efficacy of biomedical approaches to prevent STIs, including HIV.	Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP).
	MD1c.HS2.8: Describe how values, family, culture, and media can influence decisions about relationships and sexuality.	Sex Education: Day 1-2 (Body image) , Day 5-6 (Comparison culture) , Day 9-10 (Values check).

	MD1c.HS2.9: 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.	Sex Education: Day 7-8 (Testing bookmarks, Confidential testing advocacy) , Day 9-10 (Planned Parenthood).
	MD1c.HS2.10: Evaluate community services and resources related to sexual and reproductive health.	Sex Education: Day 9-10 (Planned Parenthood, Confidentiality/Minor access laws).
	MD1c.HS2.11: Summarize why a person who is sexually active would need regular sexual health screenings.	Sex Education: Day 5-6 (Self-exam guides/Cancer prevention) , Day 7-8 (Testing bookmarks).
	MD1c.HS2.12: 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.	Diseases: Day 5 (Asking doctors the right questions). Sex Education: Day 9-10 (Confidentiality/Minor access laws).

Standard 1d: Safety and Violence Prevention — Health I

Physical Safety	MD1d.HS1.1: Explain accepted procedures for basic first aid and emergency care.	First Aid: Day 1 (3 Ps, Immediate measures) , Day 3 (R.I.C.E./FAST) , Day 4 (Seizures/Asthma).
	MD1d.HS1.2: Demonstrate hands-only cardiopulmonary resuscitation and the use of automated external defibrillators.	First Aid: Day 2 (Hands-only CPR/AED sequence, AED Locator).
	MD1d.HS1.3: Demonstrate lifesaving bleeding control techniques.	First Aid: Day 2 (Bleeding/Cardiac) , Day 5 (Bleeding/Simulations).
Technology Safety	MD1d.HS1.4: Describe examples of discrimination, implicit bias, intimidating behaviors, and harassment in media.	Empathy: Day 3 (Implicit Bias, Stereotypes). Violence: Day 4 (Toxic masculinity/Media Literacy). Diversity: Day 2 (Implicit bias).

	MD1d.HS1.5: Identify how technology impacts harassment, stalking, bullying, exploitation, and other intimidating behaviors.	Mental Health: Day 7-8 (Cyberbullying/Digital footprints). Violence: Day 4 (Doxxing, Technology influences). Dangerous Decisions: Day 3 (Digital safety).
Trusted Adults	MD1d.HS1.6: Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.	Violence: Day 5 (Crisis lines, Bystander/Confidential reporting). Begin a Term: Day 2 (School counselors/nurses).
Safety around People	MD1d.HS1.7: Respond to situations that threaten the personal safety of self and others.	Violence: Day 5 (Intervention choice). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE). First Aid: Day 1 (911 Script).
	MD1d.HS1.8: Summarize situations and behaviors that constitute sexual mistreatment, coercion, harassment, abuse, assault, exploitation, and trafficking.	Sex Education: Day 3-4 (Coercion distinction). Violence: Day 4 (Breaking Silence).
	MD1d.HS1.9: Evaluate multiple ways to report bullying, sexual harassment, discrimination, and other unsafe or violent behaviors.	Violence: Day 5 (Bystander/Confidential reporting). Empathy: Day 3 (Cyberbullying).
Relationships, Boundaries, and Consent	MD1d.HS1.10: Explain examples of consent and lack of consent, sexual coercion, boundary violations, and situations when consent cannot be given.	Sex Education: Day 3-4 (Coercion distinction, Clear "No" strategies), Day 9-10 (Age of consent laws).
	MD1d.HS1.11: 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.	Dangerous Decisions: Day 1 (Peer Pressure), Day 2 (Water safety/blackouts). Sex Education: Day 3-4 (Coercion distinction).
	MD1d.HS1.12: Identify the impact of sexualized messages and exposure to sexually explicit materials related to sexual behavior, relationships, and gender-based violence.	Sex Education: Day 1-2 (Sexting consequences). Violence: Day 4 (Toxic masculinity/Media Literacy).

	MD1d.HS1.13: Explain one’s rights and responsibilities provided by federal and state laws related to the creation, sharing, and viewing of sexually explicit media.	Dangerous Decisions: Day 3 (Sexting laws, Sexting/Digital footprint leaks). End a Term: Day 1 (Digital content legalities).
	MD1d.HS1.14: Assess the influence of power and control imbalances in relationships.	Conflict: Day 2 (Power imbalances). Sex Education: Day 3-4 (Gaslighting vs respect, Trust/Equality/Boundaries).
	MD1d.HS1.15: Assess outcomes and strategies for managing power and control imbalances in relationships.	Conflict: Day 2 (Power imbalances, Accountability/Repair). Sex Education: Day 3-4 (Trust/Equality/Boundaries).
Teasing, Bullying, Harassment, Discrimination, and Violence	MD1d.HS1.16: Analyze how physical, social, cultural, and emotional environments may contribute to discrimination and prejudice.	Diversity: Day 1 (Systemic privilege) , Day 2 (Impact of Microaggressions, Social Determinants/Barriers).
	MD1d.HS1.17: Analyze how access to weapons relates to violence.	Violence: Day 4 (Weapons access risk factors). Community Health: Day 4 (Gun violence).
Upstanders and Compassion for Survivors of Abuse	MD1d.HS1.18: Explain that individuals who experience abuse and assault are not at fault for the actions of the person harming them.	Violence: Day 5 (Challenging victim-blaming).
	MD1d.HS1.19: Analyze how group norms and social factors impact upstander intervention.	Violence: Day 5 (Bystander culture/Gender roles). Dangerous Decisions: Day 3 (Groupthink).
	MD1d.HS1.20: Identify the purpose and importance of Maryland’s Good Samaritan Law.	Dangerous Decisions: Day 2 (Good Samaritan laws, 911/Narcan).

Standard 1d: Safety and Violence Prevention — Health II

Physical Safety	MD1d.HS2.1: Examine the ways in which emergency response varies based on sociocultural and socio-political factors.	First Aid: Day 1 (Willingness to act) , Day 5 (Emergency response equity).
	MD1d.HS2.2: 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.	Dangerous Decisions: Day 1 (Risky driving) , Day 3 (Distracted driving CDC data).
Technology Safety	MD1d.HS2.3: Analyze the impact of media on discrimination, implicit bias, intimidating behaviors, and violence.	Violence: Day 4 (Toxic masculinity/Media Literacy, Technology influences). Diversity: Day 3 (Media for Equity).
Trusted Adults	MD1d.HS2.4: Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.	Violence: Day 5 (Crisis lines, Bystander/Confidential reporting). Begin a Term: Day 2 (School counselors/nurses).
Safety around People	MD1d.HS2.5: Respond to situations that threaten the personal safety of self and others.	Violence: Day 5 (Intervention choice). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE).
	MD1d.HS2.6: Analyze gaps between sexual violence law as written and law as experienced.	Review Required
	MD1d.HS2.7: 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.	Dangerous Decisions: Day 3 (Sexting laws). Sex Education: Day 9-10 (Age of consent laws).

	MD1d.HS2.8: Demonstrate multiple ways to report sexual mistreatment, coercion, harassment, abuse, assault, exploitation, and human sex trafficking.	Violence: Day 4 (Breaking Silence) , Day 5 (Bystander/Confidential reporting).
	MD1d.HS2.9: Identify local, state, national, and other resources for survivors of sexual violence.	Violence: Day 5 (Crisis lines). Sex Education: Day 7-8 (RAINN/Survivor support).
Relationships, Boundaries, and Consent	MD1d.HS2.10: Analyze how power dynamics, social pressure, and impairment affect an individual’s ability to give or withhold consent.	Sex Education: Day 3-4 (Coercion distinction). Conflict: Day 2 (Power imbalances). Dangerous Decisions: Day 2 (Water safety/blackouts).
	MD1d.HS2.11: Evaluate the characteristics of relationships by comparing their emotional, psychological, and behavioral dynamics across diverse social and cultural contexts.	Sex Education: Day 3-4 (Trust/Equality/Boundaries, Gaslighting vs respect). Conflict: Day 2 (Relationship wellness).
	MD1d.HS2.12: Analyze the impact of sexualized messages and exposure to sexually explicit materials related to sexual behavior, relationships, and gender-based violence.	Sex Education: Day 1-2 (Sexting consequences). Violence: Day 4 (Toxic masculinity/Media Literacy).
	MD1d.HS2.13: Explain the potential social, emotional, and legal consequences of engaging in sexual behavior without consent.	Dangerous Decisions: Day 3 (Sexting laws). Violence: Day 4 (Ripple effects). Sex Education: Day 9-10 (Age of consent laws).
Teasing, Bullying, Harassment, Discrimination, and Violence	MD1d.HS2.14: Analyze the consequences of hate, discrimination, and prejudice on communities.	Diversity: Day 1 (Identity outcomes) , Day 2 (Impact of Microaggressions). Empathy: Day 3 (Challenging generalizations).
	MD1d.HS2.15: Analyze how the social determinants of health contribute to violence.	Violence: Day 4 (Gangs/Belonging) , Day 5 (Protective Factors). Diversity: Day 2 (Social Determinants/Barriers).

	MD1d.HS2.16: Analyze how various environmental factors may contribute to violence.	Violence: Day 4 (Ripple effects, Community risk factors). Stress: Day 9-10 (Poverty/Discrimination).
Upstanders and Compassion for Survivors of Abuse	MD1d.HS2.17: Explain that individuals who experience abuse and assault are not at fault for the actions of the person harming them.	Violence: Day 5 (Challenging victim-blaming).
	MD1d.HS2.18: Examine societal attitudes related to perpetrator responsibility.	Violence: Day 4 (Toxic masculinity) , Day 5 (Challenging victim-blaming, Bystander culture/Gender roles).
	MD1d.HS2.19: Explain the impact of Maryland’s Good Samaritan Law on contacting emergency services.	Dangerous Decisions: Day 2 (Good Samaritan laws, 911/Narcan).

Standard 1e: Nutrition — Health I

Food Choices	MD1e.HS1.1: Evaluate how eating nutrient-dense foods can enhance health and energy levels.	Nutrition: Day 1-2 (Macro/Micro functions) , Day 7-8 (Energy check, Antioxidants/Fiber).
	MD1e.HS1.2: Summarize how to make balanced food selections in different environments.	Nutrition: Day 7-8 (Packing snacks, Fuel-up goal) , Day 9-10 (SMART Power Plate meal/Plan design).
	MD1e.HS1.3: Analyze various eating patterns and their impact on personal health.	Nutrition: Day 1-2 (Hunger cues) , Day 3-4 (Mindful eating, Intentional choice).
Food and Beverage Claims and Marketing	MD1e.HS1.4: Differentiate between unregulated health claims related to food and fact-based nutrient information.	Nutrition: Day 5-6 (Healthwashing, Influencer claims, Registered Dietitians vs Influencers).
Food Access	MD1e.HS1.5: Explain how food disparities impact food choices and health outcomes.	Nutrition: Day 3-4 (Food Deserts) , Day 9-10 (Economic access).

Standard 1e: Nutrition — Health II		
Food Choices	MD1e.HS2.1: Describe the relationship between personal eating behaviors, nutrient intake, and overall personal health.	Nutrition: Day 1-2 (Macro/Micro functions) , Day 7-8 (Blood sugar/Heart health, Energy check).
	MD1e.HS2.2: Describe the impact of food production, preparation methods, preservation, and distribution on food nutrient value and personal health.	Nutrition: Day 9-10 (Nutrient preservation, Steaming/Grilling vs Frying).
	MD1e.HS2.3: Explain community strategies to incorporate eating a variety of nutrient-dense foods.	Nutrition: Day 9-10 (School Lunch Advocacy, Economic access).
Food and Beverage Claims and Marketing	MD1e.HS2.4: Explain food marketing approaches and claims and their relationship to people’s eating behaviors.	Nutrition: Day 5-6 (Healthwashing, Influencer claims).
Environmental Health	MD1e.HS2.5: Evaluate the relationship between environmental factors and individual and community nutrition.	Nutrition: Day 3-4 (Food Deserts) , Day 9-10 (Economic access).
Food Access	MD1e.HS2.6: Determine community-level support or action for improving food access.	Nutrition: Day 9-10 (School Lunch Advocacy, School food rules/Federal law analysis).
	MD1e.HS2.7: Analyze how the social determinants of health impact food disparities.	Nutrition: Day 3-4 (Food Deserts) , Day 9-10 (Economic access). Begin a Term: Day 2 (Social Determinants).

Standard 1f: Disease Prevention and Control — Health I		
Sleep and Rest	MD1f.HS1.1: Explain the benefits of sleep and rest on the dimensions of wellness.	Mental Health: Day 1-2 (Sleep habits checklist). Body Systems: Day 3 (Move/Sleep Smart).

Current Trends that Affect Health	MD1f.HS1.2: Summarize the potential health and social consequences of current trends that contribute to disease.	Diseases: Day 4 (Risk assessment, Media Literacy). Nutrition: Day 5-6 (Sugar/Trans fats).
Chronic and Infectious Disease	MD1f.HS1.3: Explain the factors that can contribute to diabetes and major chronic diseases.	Diseases: Day 5 (Lifestyle/Chronic prevention, Family History). Nutrition: Day 7-8 (Blood sugar/Heart health).
	MD1f.HS1.4: Explain individual strategies for reducing infectious and chronic diseases that affect the health of adolescents.	Diseases: Day 4 (Risk assessment) , Day 5 (Lifestyle/Chronic prevention).
	MD1f.HS1.5: Explain the role of personal responsibility, agency, preventive health care, and health literacy on health/disease outcomes.	Diseases: Day 5 (Lifestyle/Chronic prevention). Community Health: Day 5 (Health Literacy).
Hygiene and Disease Prevention	MD1f.HS1.6: Explain the importance of sexually transmitted infections (STIs) and human immunodeficiency virus (HIV) testing and counseling if one is sexually active.	Sex Education: Day 7-8 (Testing bookmarks, Confidential testing advocacy).
	MD1f.HS1.7: Summarize common symptoms, or lack of symptoms, of STIs and HIV, as well as treatments for these infections.	Sex Education: Day 7-8 (STI transmission). Diseases: Day 4 (STI Stigma challenge).
	MD1f.HS1.8: Identify the efficacy of barrier methods to prevent STIs, including HIV.	Sex Education: Day 7-8 (Condom Demo/Steps, Contraceptive effectiveness/PrEP).
	MD1f.HS1.9: Identify the importance of preventative care, such as breast and testicular exams.	Sex Education: Day 5-6 (Self-exam guides/Cancer prevention).

Standard 1f: Disease Prevention and Control — Health II

Current Trends that Affect Health	MD1f.HS2.1: Analyze choices related to organ donation.	Review Required
Chronic and Infectious Disease	MD1f.HS2.2: Explain how the social determinants of health contribute to major chronic diseases.	Diseases: Day 4 (Social conditions) , Day 5 (ZIP code).
	MD1f.HS2.3: Explain why it is important to know the STIs and HIV status of oneself and of a potential sexual partner.	Sex Education: Day 7-8 (Testing bookmarks, STI transmission) , Day 9-10 (Confidentiality/Minor access laws).
	MD1f.HS2.4: Evaluate the role of access to preventative, testing, and treatment healthcare services in disease prevention.	Diseases: Day 5 (ZIP code). Sex Education: Day 9-10 (Planned Parenthood).
Hygiene and Disease Prevention	MD1f.HS2.5: Examine how historical approaches to investigating and treating disease in different communities have influenced health equity.	Review Required
	MD1f.HS2.6: Analyze the disproportionate health impact of human-induced environmental change in communities.	Environmental Health: Day 1 (Climate change impacts, Environmental justice).
	MD1f.HS2.7: Identify the efficacy of biomedical approaches to prevent STIs, including HIV.	Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP).
	MD1f.HS2.8: Evaluate the impact of Maryland’s laws related to minors’ abilities to consent to healthcare services.	Sex Education: Day 9-10 (Confidentiality/Minor access laws). Mental Health: Day 5-6 (Minor access laws).

Standard 2: Analyze Influences (Grades 9-12)

<p>Analyze Influences [MD2.12]</p>	<p>MD2.12.1a: Evaluate how various internal and external influences affect health and well-being.</p>	<p>Self-Esteem: Day 1 (Media/Family) , Day 2 (Peer Influence). Mental Health: Day 7-8 (Digital influence).</p>
	<p>MD2.12.1b: Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.</p>	<p>Stress: Day 1-2 (Pressure outcomes). Self-Esteem: Day 4 (Conforming pressures). Dangerous Decisions: Day 1 (Peer Pressure).</p>
	<p>MD2.12.2: Evaluate how social determinants of health shape health behaviors, health outcomes, and health disparities.</p>	<p>Begin a Term: Day 2 (Social Determinants). Diversity: Day 2 (Social Determinants/Barriers). Diseases: Day 5 (ZIP code).</p>
	<p>MD2.12.3: Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity.</p>	<p>Diversity: Day 1 (Systemic privilege) , Day 2 (Advocating for Equity, Social Determinants/Barriers).</p>
	<p>MD2.12.4: Evaluate the strength of and agency to manage influences on health and well-being.</p>	<p>Self-Esteem: Day 3 (Society’s expectations, Voice choice) , Day 5 (Boundary setting). Mental Health: Day 7-8 (Online Hygiene Plan).</p>
	<p>MD2.12.5: Use valid and reliable resources to manage influences that impact health and well-being.</p>	<p>Mental Health: Day 7-8 (Online Hygiene Plan, Digital Balance). Nutrition: Day 5-6 (Registered Dietitians vs Influencers).</p>
	<p>MD2.12.6: Examine policies at school, community, state, and national levels that influence health and well-being.</p>	<p>Nutrition: Day 9-10 (School food rules/Federal law analysis, School Lunch Advocacy). Mental Health: Day 9-10 (School climate).</p>

Standard 3: Access Valid and Reliable Resources (Grades 9-12)		
Access Valid and Reliable Resources [MD3.12]	MD3.12.1: Analyze the accessibility of individuals and other resources to promote health and well-being.	Mental Health: Day 5-6 (Crisis Text Line, Minor access laws). Stress: Day 5-6 (988, Wellness centers).
	MD3.12.2: Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources.	Stress: Day 3-4 (Systemic barriers, Valid points of help). Mental Health: Day 5-6 (Minor access laws).
	MD3.12.3: Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.	Nutrition: Day 3-4 (Evaluating resources) , Day 5-6 (Registered Dietitians vs Influencers, Influencer claims).
	MD3.12.4: Use valid and reliable sources of health information, products, services, data, and other resources.	Nutrition: Day 3-4 (Evaluating resources). Sex Education: Day 5-6 (CDC guides). Dangerous Decisions: Day 3 (Distracted driving CDC data).
	MD3.12.5a: Analyze sources of misinformation and disinformation.	Nutrition: Day 5-6 (Healthwashing, Influencer claims). Diseases: Day 4 (Media Literacy).
	MD3.12.5b: Apply effective strategies to evaluate and manage misinformation and disinformation.	Diseases: Day 4 (Media Literacy). Nutrition: Day 5-6 (Registered Dietitians vs Influencers).
Standard 4: Interpersonal Communication (Grades 9-12)		
Interpersonal Communication [MD4.12]	MD4.12.1: Apply communication skills across multiple modes of communication and media formats to support the health and well-being of self and others.	Empathy: Day 2 (Active Listening, Equitable communication). Conflict: Day 2 (Digital norms).
	MD4.12.2: Apply communication skills and strategies within a variety of interpersonal contexts.	Conflict: Day 1 (Assertiveness/I-statements). Stress: Day 3-4 ("I" statements).

	MD4.12.3: Demonstrate how to ask for and offer assistance to support the health of self and others.	Stress: Day 3-4 (Help-seeking) , Day 5-6 (ALGEE). Mental Health: Day 5-6 (Seeking support).
	MD4.12.4: Apply communication skills related to boundaries and expressing or removing consent in a variety of situations.	Empathy: Day 4 (Boundaries, Saying No). Sex Education: Day 3-4 (Clear "No" strategies) , Day 7-8 (Yes/No/Maybe map).
	MD4.12.5: Apply refusal skills and strategies in a variety of situations.	Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Sex Education: Day 3-4 (Clear "No" strategies).
	MD4.12.6: Apply skills and strategies to prevent, manage, or resolve conflict.	Conflict: Day 1 (Conflict styles, Negotiation) , Day 2 (Accountability/Repair, Clarifying needs).
	MD4.12.7: Demonstrate collaboration skills in a variety of situations.	Empathy: Day 5 (Kindness project). Mental Health: Day 5-6 (Planning an initiative). First Aid: Day 2 (Bystander delegation).
	MD4.12.8: Demonstrate the safe and appropriate use of negotiation skills to enhance health and avoid or reduce health risks.	Conflict: Day 1 (Negotiation). Dangerous Decisions: Day 3 (Refusal/Negotiation skills).
	MD4.12.9: Adapt strategies to communicate with others with different perspectives and values in various contexts.	Empathy: Day 1 (Respectful dialogue). Diversity: Day 2 (Honest dialogue, Cultural humility).
	MD4.12.10: Communicate with empathy and compassion.	Empathy: Day 1 (Empathetic writing) , Day 4 (Mindful empathy, Compassion vs Codependence).

Standard 5: Decision-Making (Grades 9-12)		
Decision-Making [MD5.12]	MD5.12.1: Analyze how health-related decisions may affect personal and public health from a variety of perspectives.	Dangerous Decisions: Day 1 (Risky choice impact). Mental Health: Day 5-6 (Impact on individual/community).
	MD5.12.2: Determine when and why health-related situations require the application of a thoughtful decision-making process.	Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE, Decision fatigue).
	MD5.12.3: Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.	Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE). Sex Education: Day 7-8 (Decision Scenario).
	MD5.12.4: 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.	Dangerous Decisions: Day 1 (Risky Choices), Day 3 (Pre-decision challenge).
	MD5.12.5: Analyze the potential outcomes and impacts of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels.	Dangerous Decisions: Day 1 (Risky choice impact, Legal outcomes). Begin a Term: Day 2 (Vortex of Impact).
	MD5.12.6: Develop a plan of action to implement a health-related decision.	Dangerous Decisions: Day 1 (Risk Management Plan). Self-Esteem: Day 4 (Self-acceptance plan).
	MD5.12.7: Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.	Dangerous Decisions: Day 1 (Peer Pressure, Decision fatigue), Day 3 (Groupthink).
	MD5.12.8: Evaluate the effectiveness of health-related decisions on self and others.	Dangerous Decisions: Day 3 (Pre-decision challenge). Sex Education: Day 7-8 (Decision Scenario).

Standard 6: Goal-Setting (Grades 9-12)		
Goal-Setting [MD6.12]	MD6.12.1: Evaluate personal health practices and overall health status to support goal-setting.	Mental Health: Day 9-10 (Personal Mental Health Plan). Self-Esteem: Day 1 (Self-Esteem Survey). Nutrition: Day 7-8 (Energy check).
	MD6.12.2: Assess influences on the goal-setting process.	Self-Esteem: Day 4 (Conforming pressures). Nutrition: Day 7-8 (Academic pressure).
	MD6.12.3: Use an individual, supported, or collaborative goal-setting process as appropriate to support health and well-being.	Nutrition: Day 9-10 (SMART goal plan). Empathy: Day 3 (Active Listening goal).
	MD6.12.4: Formulate a goal plan that addresses supports and barriers to attaining a health-related goal.	Nutrition: Day 5-6 (Identifying barriers) , Day 9-10 (SMART goal plan). Stress: Day 9-10 (Habit building).
	MD6.12.5: Formulate a goal plan that includes progress monitoring and goal adjustment as appropriate.	Nutrition: Day 9-10 (SMART goal plan) , Day 10 (Food log/MyFitnessPal expenditure tracking). Stress: Day 9-10 (Toolkit implementation).
	MD6.12.6: Evaluate the goal-setting process and outcomes on health and well-being.	Empathy: Day 5 (Empathy growth goal). Mental Health: Day 5-6 (Support goal). Stress: Day 9-10 (Toolkit implementation).

Standard 7: Practices and Behaviors (Grades 9-12)		
Practices and Behaviors [MD7.12]	MD7.12.1: Analyze the role of individual responsibility in enhancing health.	Mental Health: Day 9-10 (Wellness Plan). Diseases: Day 5 (Lifestyle/Chronic prevention).
	MD7.12.2: Analyze supports and barriers to engaging in health-related practices and behaviors.	Nutrition: Day 5-6 (Identifying barriers). Stress: Day 3-4 (Systemic barriers).

	MD7.12.3: Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being.	Mental Health: Day 1-2 (Care choices). Stress: Day 9-10 (Toolkit). Nutrition: Day 3-4 (Mindful eating).
	MD7.12.4: Adapt practices and behaviors to support individual and collective health and well-being.	Mental Health: Day 3-4 (Adaptive coping, Toolbox). Stress: Day 9-10 (Habit building).
	MD7.12.5: Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.	Stress: Day 1-2 (5-4-3-2-1). Mental Health: Day 1-2 (Mindful breathing, Stress-Relief Jar). First Aid: Day 2 (Hands-only CPR/AED sequence).

Standard 8: Advocacy (Grades 9-12)		
Advocacy [MD8.12]	MD8.12.1: Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels.	Empathy: Day 3 (Emotional energy advocacy). Diversity: Day 1 (Voice impact). Violence: Day 5 (Bystander culture/Gender roles).
	MD8.12.2: Advocate for health issues individually and collaboratively to promote health and well-being.	Stress: Day 1-2 (Wellness Advocacy Project). Empathy: Day 5 (Kindness project). Nutrition: Day 9-10 (School Lunch Advocacy).
	MD8.12.3: Customize advocacy skills and strategies for varying audiences and contexts.	Mental Health: Day 1-2 (Breaking Stigma PSA). Nutrition: Day 3-4 (PSA Project). Diversity: Day 1 (Media for Equity).
	MD8.12.4: Demonstrate self-advocacy skills and strategies to promote health and well-being.	Self-Esteem: Day 5 (Self-advocacy, Boundary setting).
	MD8.12.5: Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels.	Alcohol: Day 4 (Safe community advocacy). Tobacco: Day 2 (Tobacco-free advocacy). Diversity: Day 2 (Advocating for Equity).

	MD8.12.6: Evaluate the process, outcomes, and impact of advocacy efforts at the individual, interpersonal, community, societal, and environmental levels.	Empathy: Day 5 (40% reduction project, Final Word). Stress: Day 1-2 (Wellness Advocacy Project).
	MD8.12.7: Analyze the role of collaboration among different people in a community to prevent and solve community health issues.	Mental Health: Day 5-6 (Planning an initiative). Community Health: Day 5 (Civic engagement).