

## Elementary Comprehensive Health Education

### [Maryland Comprehensive Health Education Framework](#)

#### Mental and Emotional Health

##### Grade Pre-K 3 Mental and Emotional Health

- Identify different emotions. 1a.P.1 (Physical Education)
- State that anger and other big or strong emotions are common. 1a.P.2 (Physical Education)
- Recognize the feelings of another child. 1a.P.4 (Physical Education)
- Identify the characteristics of a friend. 1a.P.6 (Science and Social Studies)

##### Grade Pre-K 4 Mental and Emotional Health

- Identify different emotions. 1a.P.1 (Physical Education & Science and Social Studies)
- State that anger and other big or strong emotions are common. 1a.P.2 (Physical Education)
- Demonstrate awareness of personal emotions. 1a.P.3 (Science & Social Studies)
- Recognize the feelings of another child. 1a.P.4 (Physical Education & Science and Social Studies)
- Identify the characteristics of a friend. 1a.P.6 (Science and Social Studies)

##### Grade K Mental and Emotional Health

- Identify appropriate ways to express emotions. 1a.K.1 (Physical Education)
- Identify big or strong emotions and safe and unsafe ways of expressing one's emotions. 1a.K.2 (Move, Move, Move)
- Demonstrate awareness of personal emotions and how they may be the same or different from others. 1a.K.3 (Move, Move, Move)
- Identify personal strengths. 1a.K.5 (Move, Move, Move)

##### Grade 1 Mental and Emotional Health

- Describe appropriate ways to express one's emotions and practice positive coping skills. 1a.1.2 (Move, Move, Move)
- Identify a variety of own emotions and ways the body signals these emotions. MSDE 1a.1.3 (Move, Move, Move)
- Identify how others may be feeling based on verbal and nonverbal cues and respond in a healthy way. 1a.1.4 (Physical Education)

##### Grade 2 Mental and Emotional Health

- Demonstrate a variety of strategies to express and manage emotions. 1a.2.1 (Move, Move, Move)
- Describe a variety of personal emotions and the ways the body signals these emotions. 1a.2.2 (Physical Education)
- Describe how others may be feeling based on verbal and nonverbal cues and respond in a healthy way. 1a.2.3 (Physical Education)

- Describe healthy and rewarding social interactions. 1a.2.5 (Move, Move, Move)
- Explain why it is hurtful to tease or bully others and what to do if someone is bullied. 1a.2.6 (Move, Move, Move)
- Explain the importance of talking with trusted adults about emotions and concerns. 1a.2.7 (Move, Move, Move)

### Grade 3 Mental and Emotional Health

- Practice appropriate ways to express emotions. 1a.3.2 (Physical Education)

### Grade 4 Mental and Emotional Health

- Describe situations that trigger strong emotions and safe and unsafe ways to respond. 1a.4.2 (Physical Education)
- Identify respectful ways to show empathy to others. 1a.4.3 (Physical Education)

### Grade 5 Mental and Emotional Health

- Explain how a trusted adult can support you or someone else with difficult emotions or situations. 1a.5.9 (School Counseling)
- Demonstrate how to be a positive bystander in situations of conflict. 1a.5.14 (Interactive Read Aloud)

## **Substance Abuse and Prevention**

### Grade 2 Substance Abuse and Prevention

- Identify alcohol, nicotine, and electronic smoking devices. 1b.2.3 (Move, Move, Move)

### Grade 3 Substance Abuse and Prevention

- Summarize how to use medicines correctly. 1b.3.1 (School Counseling)

### Grade 4 Substance Abuse and Prevention

- Identify short and long-term effects of alcohol, nicotine, and caffeine. 1b.4.5 (School Counseling)

### Grade 5 Substance Abuse and Prevention

- Identify the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other drugs. 1b.5.5 (School Counseling)

## **Safety and Violence Prevention**

### Pre-K 3 Safety and Violence Prevention

- Identify trusted adults or helpers who can provide help with feelings and solving problems. 1d.P.5 (School Counseling)
- Identify personal boundaries. 1d.P.7 (School Counseling)
- Identify everyone has the right to tell others not to touch their body when they do not want to be touched. 1d.P.8 (School Counseling)

### Pre-K 4 Safety and Violence Prevention

- Identify people who can help when someone is injured or suddenly ill. 1d.P.1 (Science and Social Studies)
- Describe healthy families, healthy family environments, and healthy relationships. 1d.P.3 (Science and Social Studies)
- Identify trusted adults or helpers who can provide help with feelings and solving problems. 1d.P.5 (School Counseling & Science and Social Studies)
- Identify personal boundaries. 1d.P.7 (School Counseling)
- Identify everyone has the right to tell others not to touch their body when they do not want to be touched. 1d.P.8 (School Counseling)

### Grade K Safety and Violence Prevention

- Identify proper safety for activities including biking, skateboarding, and riding in a car. 1d.K.2 (Move, Move, Move)
- Identify ways to stay safe when riding in a vehicle or bus. 1d.K.4 (Move, Move, Move)
- Explain actions that help one to stay safe around strangers. 1d.K.6 (Move, Move, Move)
- Demonstrate the ability to seek help from trusted adults. 1d.K.8 (School Counseling)
- Identify parts of the body that are private of self or others. 1d.K.12 (School Counseling)

### Grade 1 Safety and Violence Prevention

- Identify safety hazards in the community. 1d.1.3 (Move, Move, Move)
- Practice actions that help one to stay safe around strangers. 1d.1.5 (Move, Move, Move)
- Identify and access adults who can help children. 1d.1.9 (Move, Move, Move)
- Explain that everyone has the right to tell others not to touch their body when they do not want to be touched and to have those boundaries respected by others. 1d.1.13 (School Counseling)
- Identify parts of the body that are private on self or others. 1d.1.14 (School Counseling)

### Grade 2 Safety and Violence Prevention

- Identify ways to reduce the risk of injuries while riding in a motor vehicle. 1d.2.3 (Move, Move, Move)

- Practice telling trusted adults about feelings. 1d.2.14 (School Counseling)
- Explain appropriate boundaries when using technology and the internet. 1d.2.15 (Move, Move, Move)
- Identify parts of the body that are private on self or others. 1d.2.17 (School Counseling)
- Explain that it is never a person's fault if someone causes them to feel unsafe. 1d.2.18 (School Counseling)

### Grade 3 Safety and Violence Prevention

- Describe strategies to follow when approached by a stranger in a variety of situations. 1d.3.13 (School Counseling)
- Explain that it is never a person's fault if someone causes them to feel unsafe. 1d.3.17 (School Counseling)

### Grade 4 Safety and Violence Prevention

- Demonstrate what to say and do when witnessing or experiencing something that feels uncomfortable, unsafe, or disrespectful. 1d.4.17 (School Counseling)
- Explain that it is never a person's fault if someone causes them to feel unsafe. 1d.4.18 (School Counseling)

### Grade 5 Safety and Violence Prevention

- Identify strategies to respond to sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.5.15 (School Counseling)
- Explain that sexual mistreatment, grooming, harassment, abuse, assault, and exploitation are never the fault of the victim. 1d.5.17 (School Counseling)

## **Healthy Eating**

### Grade Pre-K Healthy Eating

- Identify that water is important for the body. 1e.P.1 (Physical Education)
- Identify foods that contain helpful nutrients. 1e.P.3 (Physical Education)

### Grade K Healthy Eating

- Identify the benefits of drinking water. 1e.K.1 (Physical Education)
- Identify a variety of nutritious foods and beverages and recognize that foods are categorized into groups. 1e.K.3 (Move, Move, Move)

### Grade 1 Healthy Eating

- Identify the benefits of drinking water. 1e.1.1 (Physical Education)
- Identify nutritious choices from each food group. 1e.1.3 (Move, Move, Move)
- Define the concept of moderation and the idea that “all foods fit.” 1e.1.7 (Physical Education)

### Grade 2 Healthy Eating

- Describe the benefits of drinking water versus other beverages. 1e.2.1 (Physical Education)
- Explain the importance of choosing nutritious foods and beverages from different food groups. 1e.2.3 (Move, Move, Move)
- Describe the concept of moderation and the idea that “all foods fit.” 1e.2.7 (Move, Move, Move)

### Grade 3 Healthy Eating

- Identify the food groups and nutritious food choices from each. 1e.3.1 (Physical Education)
- Describe the benefits of eating a variety of nutritious foods. 1e.3.3 (Physical Education)
- State the benefits of drinking water versus other beverages. 1e.3.4 (Physical Education)
- Explain the benefits of eating in moderation and in line with the idea that “all foods fit.” 1e.3.6 (Physical Education)

### Grade 4 Healthy Eating

- Explain the importance of eating a variety of nutritious foods. 1e.4.1 (Physical Education)
- Explain the benefits of drinking water versus other beverages. 1e.4.4 (Physical Education)

### Grade 5 Healthy Eating

- Identify nutrients that should be consumed daily. 1e.5.1 (Interactive Read Aloud)
- Summarize the benefits of drinking water versus other beverages. 1e.5.3 (Physical Education)

## **Disease Prevention and Control**

### Grade K

- Identify the steps for proper handwashing. 1f.K.2 (Move, Move, Move)
- Identify personal health care practices. 1f.K.3 (Move, Move, Move)
- List ways to prevent harmful effects of the sun. 1f.1.5 (Move, Move, Move)

Grade 5 Disease Prevention and Control

- Summarize the benefits of personal health care practices. 1f.5.2 (Interactive Read Aloud)

National Health Education Standards

Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2 - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6 - Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8 - Students will demonstrate the ability to advocate for personal, family, and community health.