

Maryland State Department of Education
 Health Curriculum Framework Comparison
 ELEMENTARY SCHOOL UNITS ON THE FAMILY

Grade	2014 -2019 Standards	2019 - Current Standards
Pre-K	n/a	Identify what is special about your family. Recognize that family is a group of people that support each other. Recognize that there are different types of families (e.g. single-parent, same-gender, intergenerational, cohabitating, adoptive, foster, etc.)
Kindergarten	Define what a family is. Label who is in your family and explain/interpret where you fit in your family structure	Identify that family is a group of people that support each other. Identify different types of families (e.g. single-parent, same-gender, intergenerational, cohabitating, adoptive, foster, etc.)
First grade	List members of your family and describe their special traits. Recognize differences in family structure and custom.	Describe differences in families. (e.g. single-parent, same-gender, intergenerational, cohabitating, adoptive, foster, etc.) Identify healthy family and peer relationships.
Second grade	Discuss how your family takes care of you, helps you mature, stay safe, and be responsible. Explain that roles and responsibilities of family members differ according to age.	Explain why it is important to respect different kinds of families. (e.g. single-parent, same-gender, intergenerational, cohabitating, adoptive, foster, etc.) Describe healthy family and peer relationships.
Third grade	Recognize the different relationships within the family, such as parent/child and sibling/sibling. Discuss ways your family members show they care for each other. List ways families can resolve conflicts, for example family meetings, parent involvement, and talking things out.	n/a
Fourth grade	Describe the relationships that exist within the family. Explain how family relationships may change during puberty.	Identify parents, caregivers or other trusted adults (e.g. counselors and other health professionals) that students can talk with about relationships, puberty, and health.
Fifth grade	n/a	Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, and sexual health.

Maryland State Department of Education
 Health Curriculum Framework Comparison
ELEMENTARY SCHOOL UNITS ON GENDER IDENTITY AND EXPRESSION & SEXUAL ORIENTATION

Grade	2014 -2019 Standards	2019 - Current Standards
Pre-K	n/a	Recognize and respect that people express themselves in many different ways.
Kindergarten	n/a	Recognize a range of ways people identify and express their gender.
		Recognize it is important to treat people of all gender identities and expressions with dignity and respect.
First grade	n/a	Identify a range of ways people identify and express gender. Identify ways to treat people of all gender identities and expressions with dignity and respect.
Second grade	n/a	Demonstrate ways to treat people of all gender identities and expressions with dignity and respect.
Third grade	n/a	Demonstrate ways to treat people of all gender identities and expressions with dignity and respect.
Fourth grade	Identify various positive and negative social groups. Describe male and female stereotypes and their impact on the individual and diverse society.	Identify sexual orientation as a person's physical and/or romantic attraction to an individual of the same and/or different gender.
Fifth grade	Identify various positive and negative social groups.	n/a

*This comparison was compiled by a concerned parent, not by MSDE. The entire 2019 standards can be found at https://www.marylandpublicschools.org/about/Documents/DCAA/Health/Health_Education_Framework_July_2022.pdf

**Maryland State Department of Education
 Health Curriculum Framework Comparison
 MIDDLE SCHOOL UNITS ON GENDER IDENTITY AND EXPRESSION & SEXUAL ORIENTATION**

Grade	2014 -2019 Standards	2019 - Current Standards
6	n/a	Define sex assigned at birth, gender identity, and gender expression. Explain sexual orientation.
7	n/a	Compare sex assigned at birth and gender identity and explain how they may or may not differ. Define sexual identity and explain a range of identities related to sexual orientation.
8	Investigate factors that influence stereotyping and generalizations about gender.	Explain sex assigned at birth and gender identity and explain how they may or may not differ. Describe sexual identity and explain a range of identities related to sexual orientation.

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Maryland State Department of Education
 Health Curriculum Framework Comparison
HIGH SCHOOL UNITS ON GENDER IDENTITY AND EXPRESSION & SEXUAL ORIENTATION

Grade	2014 -2019 Standards	2019 - Current Standards
Health I	n/a	<p>Differentiate between sex assigned at birth, gender identity, and gender expression.</p> <p>Define sexual identity and explain a range of identities related to sexual orientation.</p> <p>Identify how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions.</p>
Health II	n/a	<p>Examine the impact of gender expression and gender identity on members of marginalized communities and analyze the intersectionality of race, culture, and gender for members of those communities.</p> <p>Differentiate between sexual orientation, sexual behavior, and sexual identity.</p> <p>Analyze how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions.</p>

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