



THE HIGHSCOPE
curriculum

AND

COR *Advantage*®

Maryland Health Education
Frameworks Preschool
2025

ALIGN
MENT



Maryland Comprehensive Health Education Framework —						
Indicator Code	Standard	Topic	Indicator Statement (Pre-K)	COR Advantage Alignment	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)
	Standard 1a: Mental and Emotional Health		Pre-Kindergarten Indicators			
MD1a.P.1	Standard 1a: Mental and Emotional Health	Emotions, Feelings, and Relationships	Identify a variety of big or strong emotions.	D. Emotions	9. Emotions	2.1.1 Name emotions
MD1a.P.2	Standard 1a: Mental and Emotional Health	Emotions, Feelings, and Relationships	State that anger and other big or strong emotions are common.	D. Emotions	9. Emotions	2.1.1 Name emotions; 2.1.2 Regulate emotions
MD1a.P.3	Standard 1a: Mental and Emotional Health	Emotions, Feelings, and Relationships	Identify the characteristics of a friend.	F. Building relationships with other children	12. Building relationships	2.2.1 Positive relationships
MD1a.P.4	Standard 1a: Mental and Emotional Health	Self and Social Awareness	Recognize the feelings, personal space, and boundaries of another child.	D. Emotions; F. Building relationships with other children	10. Empathy; 12. Building relationships	2.2.2 Empathy for others
MD1a.P.5	Standard 1a: Mental and Emotional Health	Self and Social Awareness	Recognize the strengths of self and others.	FF. Knowledge of self and others	7. Self-identity; 8. Sense of competence	8.1.1 Similarities and differences among people

MD1a.P.6	Standard 1a: Mental and Emotional Health	Seeking Help	Identify trusted adults at school who can support mental and emotional health.	E. Building relationships with adults	12. Building relationships	2.2.1 Positive relationships
	Standard 1b: Substance Use and Misuse		Pre-Kindergarten Indicators			
MD1b.P.1	Standard 1b: Substance Use and Misuse	Medicine	Define medicine.	K. Personal care and healthy behavior	20. Healthy behavior	3.3.1 Healthy choices
MD1b.P.2	Standard 1b: Substance Use and Misuse	Medicine	Identify family rules about medicine use.	K. Personal care and healthy behavior; G. Community	20. Healthy behavior; 14. Moral development	3.3.2 Safety practices
	Standard 1c: Family Life and Human Sexuality		Pre-Kindergarten Indicators			
MD1c.P.1	Standard 1c: Family Life and Human Sexuality	Family Relationships	Identify what is special about your family.	FF. Knowledge of self and others	7. Self-identity; 53. Diversity	8.1.1 Similarities and differences among people
MD1c.P.2	Standard 1c: Family Life and Human Sexuality	Family Relationships	Recognize that a family is a group of people who can support one another.	FF. Knowledge of self and others; G. Community	54. Community roles	8.5.1 Roles in family, classroom, community
MD1c.P.3	Standard 1c: Family Life and Human Sexuality	Family Relationships	Recognize that there are different types of families.	FF. Knowledge of self and others	53. Diversity	8.1.1 Similarities and differences among people

MD1c.P.4	Standard 1c: Family Life and Human Sexuality	Dignity and Respect	Recognize that people express themselves in many different ways.	FF. Knowledge of self and others; L. Speaking	53. Diversity; 7. Self-identity	8.1.1 Similarities and differences among people
MD1c.P.5	Standard 1c: Family Life and Human Sexuality	Boundaries and Consent	Recognize the medically accurate names for parts of the body that are private.	K. Personal care and healthy behavior	18. Body awareness	3.3.2 Safety practices
MD1c.P.6	Standard 1c: Family Life and Human Sexuality	Boundaries and Consent	Identify personal boundaries.	D. Emotions; F. Building relationships with other children	18. Body awareness; 10. Empathy	3.3.2 Safety practices; 2.2.2 Empathy for others
MD1c.P.7	Standard 1c: Family Life and Human Sexuality	Boundaries and Consent	Identify everyone has the right to tell others not to touch their body when they do not want to be touched.	K. Personal care and healthy behavior; H. Conflict resolution	18. Body awareness; 15. Conflict resolution	3.3.2 Safety practices; 2.2.3 Resolve social problems
	Standard 1d: Safety and Violence Prevention		Pre-Kindergarten Indicators			
MD1d.P.1	Standard 1d: Safety and Violence Prevention	Physical Safety	Identify people in a school who can help when someone is injured or suddenly ill.	E. Building relationships with adults	5. Use of resources; 54. Community roles	8.5.1 Roles and work people do to help others
MD1d.P.2	Standard 1d: Safety and Violence Prevention	Physical Safety	Identify safety rules in the home.	K. Personal care and healthy behavior	20. Healthy behavior	3.3.2 Safety practices

MD1d.P.3	Standard 1d: Safety and Violence Prevention	Physical Safety	Identify household cleaning products.	BB. Observing and classifying; K. Personal care and healthy behavior	45. Observing; 20. Healthy behavior	3.3.2 Safety practices; 6.3.1 Properties of materials
MD1d.P.4	Standard 1d: Safety and Violence Prevention	Trusted Adults	Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or harmful situations in the home, school, or community.	L. Speaking; E. Building relationships with adults	22. Speaking; 12. Building relationships	4.1.1 Express ideas; 3.3.2 Safety practices
MD1d.P.5	Standard 1d: Safety and Violence Prevention	Trusted Adults	Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.	E. Building relationships with adults; G. Community	5. Use of resources; 54. Community roles	8.5.1 Roles and work people do to help others; 3.3.2 Safety practices
MD1d.P.6	Standard 1d: Safety and Violence Prevention	Safety around People	Describe appropriate ways to communicate and/or show affection.	F. Building relationships with other children; L. Speaking	12. Building relationships; 22. Speaking	2.2.1 Positive relationships
MD1d.P.7	Standard 1d: Safety and Violence Prevention	Safety around People	Demonstrate how to respond if someone makes you uncomfortable, unsafe, or disrespected.	H. Conflict resolution; L. Speaking	15. Conflict resolution; 22. Speaking	2.2.3 Resolve social problems; 3.3.2 Safety practices

MD1d.P.8	Standard 1d: Safety and Violence Prevention	Boundaries and Consent	Recognize the medically accurate names for parts of the body that are private.	K. Personal care and healthy behavior	18. Body awareness	3.3.2 Safety practices
MD1d.P.9	Standard 1d: Safety and Violence Prevention	Boundaries and Consent	Identify personal boundaries.	D. Emotions; F. Building relationships with other children	18. Body awareness; 10. Empathy	3.3.2 Safety practices; 2.2.2 Empathy for others
MD1d.P.10	Standard 1d: Safety and Violence Prevention	Boundaries and Consent	Identify everyone has the right to tell others not to touch their body when they do not want to be touched.	K. Personal care and healthy behavior; H. Conflict resolution	18. Body awareness; 15. Conflict resolution	3.3.2 Safety practices; 2.2.3 Resolve social problems
MD1d.P.11	Standard 1d: Safety and Violence Prevention	Teasing, Bullying, and Harassment	Describe how people are unique.	FF. Knowledge of self and others	53. Diversity	8.1.1 Similarities and differences among people
MD1d.P.12	Standard 1d: Safety and Violence Prevention	Teasing, Bullying, and Harassment	Describe kind behaviors.	G. Community; D. Emotions	10. Empathy; 14. Moral development	2.2.2 Empathy for others
MD1d.P.13	Standard 1d: Safety and Violence Prevention	Upstanders and Compassion for Survivors of Abuse	Recognize when someone looks hurt or upset and respond with kind words or actions.	D. Emotions; F. Building relationships with other children	10. Empathy	2.2.2 Empathy for others
MD1d.P.14	Standard 1d: Safety and Violence Prevention	Upstanders and Compassion for Survivors of Abuse	Recognize that it is never a person's fault if someone causes them to feel unsafe.	D. Emotions; C. Reflection	9. Emotions; 14. Moral development	2.1.1 Name emotions; 2.2.2 Empathy for others

	Standard 1e: Nutrition		Pre-Kindergarten Indicators			
MD1e.P.1	Standard 1e: Nutrition	Foods, Beverages, and Water	Identify that water is important for the body.	K. Personal care and healthy behavior	20. Healthy behavior	3.3.1 Healthy choices
MD1e.P.2	Standard 1e: Nutrition	Foods, Beverages, and Water	Identify foods and beverages that help people learn and grow.	K. Personal care and healthy behavior	20. Healthy behavior	3.3.1 Healthy choices
MD1e.P.3	Standard 1e: Nutrition	Eating Patterns	Recognize how the body feels when hungry or full.	K. Personal care and healthy behavior; D. Emotions	18. Body awareness; 20. Healthy behavior	3.3.1 Healthy choices
MD1e.P.4	Standard 1e: Nutrition	Eating Patterns	Describe how eating breakfast helps a person think, work, and play.	K. Personal care and healthy behavior	20. Healthy behavior	3.3.1 Healthy choices
	Standard 1f: Disease Prevention and Control		Pre-Kindergarten Indicators			
MD1f.P.1	Standard 1f: Disease Prevention and Control	Oral Health	Recognize that toothbrushing and flossing are something people do to take care of their bodies.	K. Personal care and healthy behavior	19. Personal care	3.3.3 Personal care routines
MD1f.P.2	Standard 1f: Disease Prevention and Control	Sun	Recognize ways to stay safe in the sun.	K. Personal care and healthy behavior	20. Healthy behavior	3.3.2 Safety practices

MD1f.P.3	Standard 1f: Disease Prevention and Control	Chronic and Infectious Disease	Identify the steps for proper handwashing.	K. Personal care and healthy behavior	19. Personal care	3.3.3 Personal care routines
	Standard 2: Analyze Influences		Grades PreK–2 Indicators			
MD2.2.1	Standard 2: Analyze Influences	Analyze Influences	Identify various influences that affect health and well-being, including family, peers, community, and media.	BB. Observing and classifying; FF. Knowledge of self and others	45. Observing; 53. Diversity	8.1.1 Similarities and differences among people
MD2.2.2	Standard 2: Analyze Influences	Analyze Influences	Determine the ways various influences affect personal health and well-being.	C. Reflection	6. Reflection; 49. Drawing conclusions	1.3.2 Reflect on experiences
MD2.2.3	Standard 2: Analyze Influences	Analyze Influences	Determine how various influences affect the health and well-being of others.	C. Reflection; D. Emotions	49. Drawing conclusions; 10. Empathy	1.3.2 Reflect on experiences; 2.2.2 Empathy for others
	Standard 3: Access Valid and Reliable Resources		Grades PreK–2 Indicators			
MD3.2.1	Standard 3: Access Valid and Reliable Resources	Access Resources	Identify characteristics of trusted adults and other individuals who support health and well-being.	E. Building relationships with adults	12. Building relationships	2.2.1 Positive relationships

MD3.2.2	Standard 3: Access Valid and Reliable Resources	Access Resources	Demonstrate when and how to seek help from others at home, at school, or in the community.	E. Building relationships with adults; L. Speaking	5. Use of resources; 22. Speaking	1.2.2 Seek peer or teacher support; 4.1.1 Express ideas
MD3.2.3	Standard 3: Access Valid and Reliable Resources	Access Resources	Locate school and community health helpers.	G. Community; GG. Geography	54. Community roles; 56. Geography	8.5.1 Roles and work people do; 8.3.1 Features of familiar locations
	Standard 4: Interpersonal Communication		Grades PreK–2 Indicators			
MD4.2.1	Standard 4: Interpersonal Communication	Interpersonal Communication	Express thoughts, feelings, wants, and needs to support the health and well-being of self and others.	L. Speaking; D. Emotions	22. Speaking; 9. Emotions	4.1.1 Express ideas; 2.1.1 Name emotions
MD4.2.2	Standard 4: Interpersonal Communication	Interpersonal Communication	Use active listening skills in a variety of situations.	M. Listening and comprehension	21. Comprehension	4.1.5 Follow discussion norms
MD4.2.3	Standard 4: Interpersonal Communication	Interpersonal Communication	Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed.	L. Speaking; H. Conflict resolution	22. Speaking; 15. Conflict resolution	4.1.1 Express ideas; 3.3.2 Safety practices
MD4.2.4	Standard 4: Interpersonal Communication	Interpersonal Communication	Recognize ways to communicate and respect the boundaries of self and others.	F. Building relationships with other children; H. Conflict resolution	10. Empathy; 15. Conflict resolution	2.2.2 Empathy for others; 2.2.3 Resolve social problems

MD4.2.5	Standard 4: Interpersonal Communication	Interpersonal Communication	Demonstrate ways to show kindness and compassion.	D. Emotions; G. Community	10. Empathy	2.2.2 Empathy for others
	Standard 5: Decision- Making		Grades PreK–2 Indicators			
MD5.2.1	Standard 5: Decision-Making	Decision-Making	Identify when a health- related decision is needed to maintain or improve health and well-being.	B. Problem solving with materials; A. Initiative and planning	4. Problem solving; 55. Decision making	1.3.1 Problem- solving
MD5.2.2	Standard 5: Decision-Making	Decision-Making	Recognize when help is needed for a health- related decision.	E. Building relationships with adults; B. Problem solving with materials	5. Use of resources; 4. Problem solving	1.2.2 Seek peer or teacher support
MD5.2.3	Standard 5: Decision-Making	Decision-Making	Describe options and potential outcomes for a health-related decision.	CC. Experimenting , predicting, and drawing conclusions	48. Predicting; 49. Drawing conclusions	1.3.1 Problem- solving
MD5.2.4	Standard 5: Decision-Making	Decision-Making	Choose an option that supports health and well-being.	A. Initiative and planning; K. Personal care and healthy behavior	55. Decision making; 20. Healthy behavior	1.1.1 Make own choices; 3.3.1 Healthy choices
	Standard 6: Goal-Setting		Grades PreK–2 Indicators			
MD6.2.1	Standard 6: Goal- Setting	Goal-Setting	Determine a health behavior to change or reinforce.	A. Initiative and planning; C. Reflection	2. Planning; 6. Reflection	1.1.2 Make plans; 1.3.2 Reflect on experiences

MD6.2.2	Standard 6: Goal-Setting	Goal-Setting	Identify a goal that supports health and well-being.	A. Initiative and planning	2. Planning	1.1.2 Make plans and identify steps
MD6.2.3	Standard 6: Goal-Setting	Goal-Setting	Determine who can help when assistance is needed to achieve a health-related goal.	E. Building relationships with adults	5. Use of resources	1.2.2 Seek peer or teacher support
MD6.2.4	Standard 6: Goal-Setting	Goal-Setting	Describe actions that support reaching a health-related goal.	A. Initiative and planning	2. Planning	1.1.2 Identify steps to accomplish goal
MD6.2.5	Standard 6: Goal-Setting	Goal-Setting	Take action to achieve a health-related goal.	A. Initiative and planning	1. Initiative; 3. Engagement	1.1.1 Take the lead; 1.2.1 Sustain engagement
MD6.2.6	Standard 6: Goal-Setting	Goal-Setting	Reflect on the results of goal-setting.	C. Reflection	6. Reflection	1.3.2 Reflect on experiences
	Standard 7: Practices and Behaviors		Grades PreK–2 Indicators			
MD7.2.1	Standard 7: Practices and Behaviors	Practices and Behaviors	Identify practices and behaviors that support the health and well-being of self and others.	K. Personal care and healthy behavior	20. Healthy behavior	3.3.1 Healthy choices
MD7.2.2	Standard 7: Practices and Behaviors	Practices and Behaviors	Demonstrate practices and behaviors that support the health and well-being of self and others.	K. Personal care and healthy behavior	19. Personal care; 20. Healthy behavior	3.3.3 Personal care routines; 3.3.2 Safety practices
	Standard 8: Advocacy		Grades PreK–2 Indicators			

MD8.2.1	Standard 8: Advocacy	Advocacy	Make requests to support personal health and well-being.	L. Speaking; A. Initiative and planning	22. Speaking; 1. Initiative	4.1.1 Express ideas
MD8.2.2	Standard 8: Advocacy	Advocacy	Identify a variety of ways to support others in making health-promoting choices.	G. Community; D. Emotions	11. Community; 10. Empathy	8.2.1 Generate solutions benefiting community
MD8.2.3	Standard 8: Advocacy	Advocacy	Encourage others to make health-promoting choices.	G. Community; L. Speaking	11. Community; 22. Speaking	8.2.1 Generate solutions benefiting community