

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	
Topic	(3) Mental health and wellness--social and emotional health.									Comments
	The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:						The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:			
Social emotional development • Feelings and emotions	(A) identify their own feelings and emotions	(A) identify their own feelings and emotions	(A) express needs, wants, and emotions in healthy ways	(A) express needs, wants, and emotions in healthy ways	(A) analyze how thoughts and emotions <u>behavior</u> impact <u>behavior</u> emotions	(A) analyze how thoughts and emotions <u>behavior</u> impact <u>behavior</u> emotions	(A) describe <u>and practice</u> methods of communicating emotions <u>and how to redirect them through learning how to change our thinking</u>	(A) identify and analyze different emotions <u>and their causal thoughts</u> in self and others		these changes reflect the research on cognitive behavioral therapy
Self-regulation	(B) describe and practice calming and <u>emotional management coping</u> strategies	(B) describe and practice calming and <u>emotional management coping</u> strategies	(B) describe and practice calming and <u>emotional management coping</u> strategies	(B) describe, <u>demonstrate, and practice how thoughts cause emotions and strategies for self-regulation calming and coping and how they affect thoughts and behaviors</u>	(B) describe the importance of <u>identifying the thoughts (reframing) for calming capitalizing and coping</u> strategies when dealing with strong emotions, including anger	(B) apply and practice strategies for <u>redirecting thinking that is counter to calming and emotional management coping</u>	(B) assess <u>and practice</u> healthy ways of <u>thinking about and responding to</u> conflict	(B) describe and apply healthy techniques for managing reactions in times of emotional stress		Reframing is a critical skill for building resilience and emotional management
Healthy and unhealthy relationships • Peer pressure and social groups	(C) discuss how friends can influence a person's behavior	(C) describe ways in which peers and families can work together to build healthy relationships	(C) explain the <u>influence of</u> peer <u>influence pressure</u> on an individual's social and emotional health	(C) distinguish between healthy and harmful influences of friends and others	(C) identify positive and negative characteristics of social groups	(C) explain ways of maintaining healthy relationships and resisting peer pressure in social groups	(C) differentiate between positive and negative peer <u>influence pressure</u>	(C) evaluate the importance of social groups and peer influences and how they can affect individual mental health and wellness	(A) evaluate positive and negative effects of various relationships on physical, emotional, and social health	
Healthy and unhealthy relationships • friendships	(D) demonstrate skills for making new acquaintances	(D) describe ways to build and maintain friendships	(D) describe the qualities of a good friend	(D) describe the characteristics of healthy and unhealthy friendships	(D) describe the importance of being a positive role model					

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Healthy and unhealthy relationships <ul style="list-style-type: none"> communication 	(E) recognize and describe individual differences and communicate appropriately and respectfully with all individuals	(E) list ways to respectfully communicate verbally and nonverbally	(E) demonstrate respectful ways to communicate with family members, peers, teachers, and others	(E) describe the value of respectful communication	(E) demonstrate consideration when communicating with individuals who use diverse methods to communicate	(D) analyze respectful ways to communicate disagreement with friends, family, teachers, and others	(D) describe methods for communicating important issues with parents and peers	(D) demonstrate communication skills in building and maintaining healthy relationships and determining when and how to end unhealthy relationships	(B) apply communication skills that demonstrate consideration and respect for individual differences	
Healthy and unhealthy relationships <ul style="list-style-type: none"> empathy 		(F) identify feelings and emotions in others <u>and demonstrate caring</u>	(F) use verbal and nonverbal cues to identify the feelings and perspectives of others	(F) discuss how others may experience situations differently than oneself	(F) identify verbal, physical, and situational cues that indicate how others may feel	(E) define and differentiate between sympathy and empathy toward others	<u>demonstrate and practice how to express care and concern</u>		(C) demonstrate ways to express empathy towards others	
Healthy and unhealthy relationships <ul style="list-style-type: none"> empathy 						(F) describe the feelings and perspectives expressed by others	(E) <u>discuss and practice how to listen to others' feelings and perspectives</u> hypothesize others' feelings and perspectives in a variety of situations and justify the hypothesis	(E) analyze similarities and differences between one's own and other's perspectives		
Healthy and unhealthy relationships <ul style="list-style-type: none"> Conflict resolution 								(F) analyze and demonstrate appropriate ways to show disapproval of inconsiderate and disrespectful behavior	(D) analyze the forms of communication such as passive, aggressive, or assertive and its impact on conflict resolution	

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Healthy and unhealthy relationships <ul style="list-style-type: none"> Conflict resolution 	(3) Mental health and wellness--social and emotional health.									
	The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:						The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:			
	(F) identify and practice ways to solve problems with a friend	(G) identify and practice ways to solve problems with friends and peers	(G) identify ways to prevent and repair broken friendships	(G) demonstrate strategies for resolving conflicts	(G) explain the difference between assertive behavior and aggressive behavior	(G) describe ways to promote and engage in positive interactions when conflict arises	(F) identify strategies for using non-violent conflict resolution skills	(G) practice conflict resolution/mediation skills	(E) evaluate the effectiveness of conflict resolution techniques in various situations	

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Topic	(4) Mental health and wellness--developing a healthy self-concept.									Comments
	The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:						The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:			
Self-evaluation/ assessment	(A) describe positive personal qualities	(A) discuss ways to be kind to self <u>and learn how to identify areas for growth</u>	(A) discuss ways to be kind to self and others <u>and identify areas for growth</u>	(A) define self-esteem <u>and identify ways in which it is formed</u>	(A) <u>identify and</u> discuss ways to help build self-esteem for oneself, friends, and others	(A) identify <u>and</u> <u>practice</u> strategies to help build self- esteem for oneself, friends, and others	(A) identify how physical and social changes impact self-esteem	(A) describe how internal and external factors influence self- esteem	(A) describe how internal and external factors influence self- esteem	
Goal-setting	(B) discuss the meaning of goals and identify at least one health- related goal.	(B) explain the importance of goal setting and task completion	(B) list the steps and describe the importance of task completion and goal setting	(B) describe the importance of seeking guidance in setting goals from a parent or trusted adult	(B) explain the advantages of setting short- and long-term goals	(B) describe benefits in setting and implementing short- and long- term goals and perseverance to achieve those goals	(B) identify the possible health implications of long-term personal goals	(B) develop strategies for setting long- term personal goals		
Goal-setting	<u>discuss and demonstrate how to set and accomplish short- term goals</u>	<u>discuss and demonstrate the difference in short- and long-term goals</u>	<u>discuss and demonstrate how to achieve short- and long-term goals</u>		(C) explain the importance of time management with respect to a goal					
Goal-setting			<u>discuss and demonstrate how to recover your plans for accomplishing a goal when you get off track</u>	<u>identify and discuss types of short- and long-term goals and their outcomes</u>	<u>discuss and practice how to set goals and move towards accomplishing them</u>	<u>discuss decision- making as part of goal setting</u>	(C) explain steps in the decision-making process and the importance of following the steps	(C) identify decision- making skills that promote individual, family, and community health	(B) demonstrate decision-making skills based on health information	

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	(5) Mental health and wellness--risk and protective factors.										
	The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to:						The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to:				
Genetic or hereditary							(A) identify hereditary mental health and wellness conditions	(A) understand genetic and biological factors on the potential development of mental health and wellness conditions	(A) research and explain how genetic factors predispose a person to schizophrenia, bipolar disorder, depression, anxiety, and other mental health and wellness conditions		
Brain development		<u>explain and discuss how emotions can interrupt our thinking and self-regulating process</u>	<u>explain and discuss how emotions are caused by our thinking and how to gain control over emotions through our thinking</u>	<u>describe and discuss how the brain develops through maturation</u>	<u>explain and discuss how the brain develops and the role it plays in behavior</u>	<u>explain and discuss how brain development affects emotions and decision making</u>	(B) identify <u>and discuss</u> how <u>adolescent</u> adolescence brain development in adolescence can impact <u>cognitive processing</u> , emotions, decision-making, and logic	(B) identify <u>and learn</u> how <u>to overcome</u> adverse childhood experiences, such as abuse, neglect, and trauma can impact brain development	(B) examine how adverse childhood experiences such as abuse, neglect, and trauma can impact brain development and overall mental health and wellness <u>and how to overcome them</u>		
Environmental						(A) identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures	(C) relate physical environmental factors to individual, family, and community health such as school climate and availability of resources	(C) identify and describe how environmental influences such as air, water, or noise may affect an individual's mental health	(C) formulate strategies for combating environmental factors that have a detrimental effect on the mental health		
Socio-cultural factors								(D) discuss mental health-related social issues such as homelessness			

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Topic	(5) Mental health and wellness--risk and protective factors.									Comments
	The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to:						The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to:			
Long term illness/chronic conditions							(A) demonstrate knowledge about personal and family health concerns			
Long term illness/chronic conditions				(A) discuss methods for coping with long-term physical health conditions for self and others	(A) describe methods for coping with long-term physical health conditions for self and others	(A) compare and contrast healthy and unhealthy methods for coping with long-term physical health conditions for self and others	(B) examine the outcomes of healthy and unhealthy methods for coping with long-term physical health conditions for self and others	(A) describe methods to support others who have long-term physical health conditions		
Issues that impact learning	(A) discuss how to treat peers with different learning needs with dignity and	(A) discuss and demonstrate how to treat peers with different learning needs with dignity and respect	(A) identify strategies for coping with different learning needs for self and others	(B) describe strategies to support others in coping with different learning needs			(C) identify and describe lifetime strategies for coping with conditions that impact learning such as ADD, ADHD, dyslexia, dysgraphia, and sensory issues			

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Positive stress	<p>(6) Mental health and wellness--identifying and coping with mental health and wellness concerns.</p> <p>The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness. The student is expected to:</p>									
Stress, anxiety, depression, trauma, loss, and grief	<p>(B) discuss the relationship between positive and negative stress and emotions</p> <p><i>(This exceeds a k's ability to grasp)</i></p>	<p>(C) <u>discuss the differences between negative and positive stress and how they affect a person</u> <i>discuss the signs and symptoms associated with stress</i></p>	<p>(C) identify negative personal stressors and their impact on learning</p>	<p>(D) describe and practice healthy behaviors that reduce stress</p>	<p>(C) define sources of stress including trauma, loss, and the stages of grief</p>	<p>(C) examine the impact of stress, trauma, loss, and grief on mental health and wellness</p>	<p>(E) describe healthy and unhealthy coping and management strategies for stress, anxiety, depression, trauma, loss and grief</p>	<p>(C) differentiate between healthy and unhealthy coping and management strategies for stress, anxiety, depression, trauma, loss, and grief</p>	<p>(B) examine the impact of choosing healthy coping and management strategies for stress, anxiety, depression, trauma, loss and grief on mental health and wellness</p>	
Eating disorders				<p>(E) describe the importance of acceptance of oneself and others</p>	<p>(D) discuss ways to promote a healthy body image</p>	<p>(D) define eating disorders and disordered eating patterns as mental health concerns, and the importance of seeking help from a parent or trusted adult for oneself or others</p>	<p>(F) identify causes and effects associated with disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or trusted adult for oneself or others</p>	<p>(D) describe the consequences of disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or <i>trusted</i> adult for oneself or others</p>	<p>(C) research the behaviors associated with eating disorders and their impact on health</p>	

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(6) Mental health and wellness--identifying and coping with mental health and wellness concerns.										
The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness. The student is expected to:										
Suicide prevention					(E) discuss the warning signs and protective factors of suicide as provided by the Center for Disease Control (CDC) and the importance of telling a parent or trusted adult	(E) discuss the warning signs and protective factors of suicide as provided by the Center for Disease Control (CDC) and the importance of telling a parent or trusted adult	(G) discuss the warning signs and protective factors of suicide as provided by the Center for Disease Control (CDC) and the importance of telling a parent or trusted adult	(E) discuss the warning signs and protective factors of suicide as provided by the Center for Disease Control (CDC) and the importance of telling a parent or trusted adult	(D) discuss the warning signs and protective factors of suicide as provided by the Center for Disease Control (CDC) and the importance of telling a parent or trusted adult	
Self-harm					(F) recognize self-harm behaviors in self and others when someone is struggling to cope with uncomfortable emotions or lacking support and the importance of telling a parent or trusted adult	(F) reinforce healthy coping alternatives to prevent harming oneself and the importance of telling a parent or trusted adult when someone is struggling to cope with uncomfortable emotions or lacking support	(H) identify that self-harm behaviors can occur when someone is struggling to cope with uncomfortable emotions or lacking support	(F) research healthy coping strategies to avoid harming oneself		
Suicide prevention							(I) identify suicide prevention resources such as the National Suicide Prevention Hotline	(G) examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline may reduce the likelihood of suicide	(E) examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline may reduce the likelihood of suicide	
Suicide prevention									(F) research data and prevalence of local, state, and national suicide rates among various groups	