

Unit: Mental and Emotional Health	Topic	Indicator
	Emotions	<p>Explain what it means to be emotionally healthy. 1a.5.1</p> <p>Evaluate appropriate ways to express emotions. 1a.5.2</p> <p>Demonstrate helpful ways to manage strong emotions. 1a.5.3</p>
	Self and social awareness	<p>Demonstrate respectful ways to show empathy to others. 1a.5.4</p> <p>Describe how to recognize and build on personal strengths. 1a.5.5</p> <p>Identify reasons for making positive contributions to others. 1a.5.6</p>
	Relationships	<p>Describe the value of others' talents and strengths. 1a.5.7</p> <p>Describe the characteristics of healthy and unhealthy relationships among friends and with family members. 1a.5.8</p>
	Teasing, bullying, and harassment	<p>Explain why it is wrong to tease or bully others based on personal characteristics such as body type, race, gender, sexuality, appearance, mannerisms, and the way one dresses or acts. 1a.5.13</p> <p>Demonstrate how to be a positive bystander in</p>

		<p>situations of conflict. 1a.5.14</p> <p>Explain the impact of conflict, discrimination, and violence on mental and emotional health. 1a.5.15</p> <p>Practice using non-violent means to solve interpersonal conflict. 1a.5.16</p>
	Body Image	<p>Explain how peers, media, family, society, and culture influence ideas about body. 1a.5.17</p>
	Grief and Loss	<p>Identify that all people in a wide range of situations commonly experience feelings and emotions associated with loss and grief. 1a.5.18</p>
	Trusted adult	<p>Explain how a trusted adult can support you or someone else with difficult emotions or situations. 1a.5.9</p>
	Stress and Anxiety	<p>Differentiate between positive and negative ways of dealing with stress and anxiety. 1a.5.10</p>
	Depression Awareness	<p>Explain that long-lasting troublesome feelings should be discussed with a trusted adult. 1a.5.11</p> <p>Demonstrate how to tell a trusted adult if someone is in danger of hurting themselves or others. 1a.5.12</p>

Substance Use Prevention	Topic	Indicator
	Medicine	Analyze the potential risks associated with inappropriate use and abuse of prescription medicines including addiction. 1b.5.1
	Household Products	Review why products are harmful to self and others if absorbed, inhaled, or ingested. 1b.5.2
	Alcohol, nicotine products, caffeine, cannabis/marijuana	<p>Review short and long-term effects of alcohol, nicotine, caffeine, and other products. 1b.5.3</p> <p>Identify short and long-term effects of using marijuana products. 1b.5.4</p> <p>Identify the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other drugs. 1b.5.5</p> <p>Identify the benefits of being free from alcohol, opioid, nicotine products, marijuana products, and other drugs. 1b.5.6</p>
Safety and Violence Prevention	Topic	Indicator
	Safety and Injuries	<p>Summarize safety rules for the home, vehicles, and community. 1d.5.1</p> <p>List examples of dangerous or risky behaviors that might lead to injuries. 1d.5.2</p>

		<p>Identify ways to reduce risk of injuries around water. 1d.5.3</p> <p>Identify ways to protect vision and hearing from injury. 1d.5.4</p>
	Accessing Trusted Adults	<p>Explain the importance of sharing all information with parents, guardians, or trusted adults. 1d.5.5</p> <p>Create a list of trusted people/community resources to notify or contact if assault or abuse occurs. 1d.5.6</p>
	Safety, Abuse, and Assault	<p>Demonstrate refusal skills and other ways to take action if someone is talking to you or touching you in a way that makes you feel uncomfortable, unsafe, or disrespected. 1d.5.13</p> <p>Define sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.5.14</p> <p>Identify strategies to respond to sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.5.15</p>
	Bystander intervention and compassion for victims	<p>Demonstrate what to say and do when witnessing or experiencing potentially harmful or unsafe situations. 1d.5.16</p>

		Explain that sexual mistreatment, grooming, harassment, abuse, assault, and exploitation are never the fault of the victim. 1d.5.17
Nutrition	Topic	Indicator
	Nutritious foods and beverages	Identify nutrients that should be consumed daily. 1e.5.1 Describe how different types of food work together to deliver nutrients to parts of the body. 1e.5.2
	Water/Eating Patterns	Summarize the benefits of drinking water versus other beverages. 1e.5.3 Construct a nutritious eating plan utilizing school lunch and restaurant menus. 1e.5.4
	Moderation and all foods fit	Evaluate the benefits of eating in moderation and in line with the idea that “all foods fit.” 1e.5.5
Disease Prevention and Control	Topic	Indicator
	Disease Prevention,	Describe ways to prevent the spread of germs that cause infectious diseases. 1f.3.1
	Hygiene	Describe the benefits of personal health care practices. 1f.4.1
	Teeth	Recognize the benefits of personal health care practices. 1f.3.2
	Sleep	Explain why sleep and rest are important for proper growth and good health. 1f.4.3

	Disease	Identify symptoms that are associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and others.1f.4.4
Analyzing Influences		Indicator
		<p>Describe how the family influences personal health practices and behaviors. 2.E2.a</p> <p>Identify the influence of culture on health practices and behaviors. 2.E2.b</p> <p>Identify how peers can influence healthy and unhealthy behaviors. 2.E2.c</p> <p>Describe how the school and community can support personal health practices and behaviors. 2.E2.d</p> <p>Explain how media influences thoughts, feelings, and health behaviors. 2.E2.e</p> <p>Describe ways that technology can influence personal health. 2.E2.f</p>
Accessing Information		Indicator
		Identify characteristics of valid health information, products, and services. 3.E2.a

		<p>Locate resources from home, school, and community that provide valid health information. 3.E2.b</p>
Interpersonal Communication		Indicator
		<p>Demonstrate effective verbal and non-verbal communication skills to enhance health. 4.E2.a</p> <p>Demonstrate refusal skills to avoid or reduce health risks. 4.E2.b</p> <p>Demonstrate non-violent strategies to manage or resolve conflict. 4.E2.c</p> <p>Demonstrate how to ask for assistance to enhance personal health. 4.E2.d</p>
Decision-Making		Indicator
		<p>Identify health-related situations that might require a thoughtful decision. 5.E2.a</p> <p>Analyze when assistance is needed when making a health-related decision. 5.E2.b</p> <p>List healthy options for health-related issues or problems. 5.E2.c</p> <p>Predict the potential outcomes of each option when making a health-related decision. 5.E2.d</p>

		<p>Choose a healthy option when making a decision. 5.E2.e</p> <p>Describe the outcomes of a health-related decision. 5.E2.f</p>
Goal-Setting		Indicator
		<p>Set a personal health goal and track progress toward its achievement. 6.E2.a</p> <p>Identify resources to assist in achieving a personal health goal. 6.E2.b</p>
Self-Management		Indicator
		<p>Identify responsible personal health behaviors. 7.E2.a</p> <p>Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. 7.E2.b</p> <p>Demonstrate a variety of behaviors that avoid or reduce health risks. 7.E2.c</p>
Advocacy		Indicator
		<p>Express opinions and give accurate information about health issues. 8.E2.a</p> <p>Encourage others to make positive health choices. 8.E2.b</p>