

Unit: Mental and Emotional Health	Topic	Indicator
	Emotions	Demonstrate a variety of strategies to express and manage emotions. 1a.2.1
	Self and social awareness	Describe a variety of personal emotions and the ways the body signals these emotions. 1a.2.2 Describe how others may be feeling based on verbal and nonverbal cues and respond in a healthy way. 1a.2.3 Recognize personal strengths in the context of different roles or relationships. 1a.2.4
	Relationships	Describe healthy and rewarding social interactions. 1a.2.5
	Teasing, bullying, and harassment	Explain why it is hurtful to tease or bully others and what to do if someone is bullied. 1a.2.6
	Trusted adult	Explain the importance of talking with trusted adults about emotions and concerns. 1a.2.7
Substance Use Prevention	Topic	Indicator
	Medicine	Explain how to use medicine correctly. 1b.2.1 Describe the risk of using medicine incorrectly. 1b.2.2
	Alcohol and nicotine	Identify family and school rules about alcohol, nicotine use, and electronic smoking devices. 1b.2.4
Safety and Violence Prevention	Topic	Indicator

	Physical Safety	<p>Identify ways to reduce injuries from firearms, falls, and fire. 1d.2.1</p> <p>Describe how to safely ride a bike, a skateboard, a scooter, and inline skates. 1d.2.2</p> <p>Identify ways to reduce the risk of injuries while riding in a motor vehicle. 1d.2.3</p> <p>Identify ways to reduce injuries as a pedestrian 1s.2.4</p> <p>Identify safety procedures to follow if in the presence of a firearm. 1d.2.5</p> <p>Model actions that help one to stay safe around strangers. 1d.2.6</p> <p>Describe actions that help one to stay safe around familiar people. 1d.2.7</p>
	Relationships	<p>Identify words and actions that appropriately express affection/positive feelings toward trusted adults and other important people. 1d.2.8</p>
	Safety Around People	<p>Model ways to tell someone when feeling unsafe. 1d.2.9</p> <p>Explain how familiar people or people in authority can help or harm children. 1d.2.10</p>

		<p>Identify appropriate interactions with community helpers (e.g., nurses, teachers, police officers, and crossing guards) in roles that help children. 1d.2.11</p> <p>Demonstrate what to do when asked to keep an uncomfortable secret. 1d.2.12</p>
	Trusted Adults	<p>Explain the importance of sharing all information with parents, guardians, or trusted adults. 1d.2.13</p> <p>Practice telling trusted adults about feelings. 1d.2.14</p>
	Technology Safety	Explain appropriate boundaries when using technology and the internet. 1d.2.15
	Boundaries and Consent	Demonstrate age-appropriate privacy as well as setting and respecting healthy boundaries while using technology and face-to-face. 1d.2.16
	Bodily Autonomy	Identify parts of the body that are private on self or others. 1d.2.17
	Compassion for victims	Explain that it is never a person's fault if someone causes them to feel unsafe. 1d.2.18
Nutrition	Topic	Indicator
	Nutritious foods and beverages	Describe the benefits of drinking water versus other beverages. 1e.2.1

		<p>Explain the benefits of trying new foods and respecting the food choices of others. 1e.2.2</p> <p>Explain the importance of choosing nutritious foods and beverages from different food groups. 1e.2.3</p>
	Eating Patterns	Describe how different food groups work together to help us feel hungry or full. 1e.2.4
	Moderation and all foods fit	<p>Describe eating patterns that provide energy and help the body grow and develop. 1e.2.5</p> <p>Describe how eating breakfast helps a person think, work, and play. 1e.2.6</p> <p>Describe the concept of moderation and the idea that “all foods fit.” 1e.2.7</p>
Disease Prevention and Control	Topic	Indicator
	Disease Prevention	<p>Describe potential causes and symptoms of allergic reactions. 1f.2.1</p> <p>Identify basic universal precautions. 1f.2.2</p>
	Hygiene	Explain why hygiene is important to health. 1f.2.3
	Food and Illness	Identify food safety strategies that can control germs that cause foodborne illness. 1f.2.4
	Teeth	Explain why hygiene is important to health. 1f.2.3

	Sun	Explain how to protect one's skin and other parts of the body from the sun. 1f.2.5
	Sleep	Describe why sleep and rest are important for proper growth and good health. 1f.2.6
Analyzing Influences		Indicator
		<p>Identify how the family influences personal health practices and behaviors. 2.E1.a</p> <p>Identify what the school can do to support personal health practices and behaviors. 2.E1.b</p> <p>Describe how the media can influence health behaviors. 2.E1.c</p>
Accessing Information		Indicator
		<p>Identify trusted adults and professionals who can help promote health. 3.E1.a</p> <p>Identify ways to locate school and community health helpers. 3.E1.b</p>
Interpersonal Communication		Indicator
		<p>Demonstrate healthy ways to express needs, wants and feelings. 4.E1.a</p> <p>Demonstrate listening skills to enhance health. 4.E1.b</p> <p>Demonstrate ways to respond when in an unwanted, threatening or dangerous situation. 4.E1.c</p>

		Demonstrate ways to tell a trusted adult if one is threatened or harmed. 4.E1.d
Decision-Making		Indicator
		Identify situations when a health-related decision is needed. 5.E1.a Differentiate between situations when a health-related decision can be made individually and when assistance is needed. 5.E1.b
Goal-Setting		Indicator
		Identify a short-term personal health goal and take action toward achieving the goal. 6.E1.a Identify who can help when assistance is needed to achieve a personal health goal. 6.E1.b
Self-Management		Indicator
		Demonstrate healthy practices and behaviors to maintain or improve personal health. 7.E1.a Demonstrate behaviors that avoid or reduce health risks. 7.E1.b
Advocacy		Indicator
		Make requests to promote personal health. 8.E1.a Encourage peers to make positive health choices. 8.E1.b