

EARLY ELEMENTARY K-2		
SELF MANAGEMENT – Standard 1	Develop self-awareness and self-management skills essential for mental health	
Required By Changes to 135.1- for Early Elementary (K-2)	Currently Aligns	Gaps – proposed actions to address
<b>1A. Self-care to promote mental health and overall well-being</b>		
1.A.EEa. Self-care to promote mental health and overall well-being	K – 2 (anger management); 3 (talking to trusted adults); 5 (caring for teeth); 6 (hygiene); 7 (recognizing body signals); 9 (getting help)  1 – 5 (hygiene); 6 (caring for teeth); 7 (dressing for weather); 8 (getting enough sleep)  2 – 3 (managing feelings); 4 (getting help for feelings); 5 (preventing colds); 6 (safe medicine use); 7 (healthy habits)	
<b>1B. Resiliency</b>		
1B. EEa. Individuals identify their own positive physical, social, and mental characteristics and those of others.	K – 1  1 – 2 (in relation to families)  2 – 2 (in relation to growing up)	
1B. EEb. Individuals set reasonable goals and develop strategies to work toward them and assess the outcomes of experiences to build resiliency.	K – 5 (brushing teeth); 6 (washing hands); 23 (drinking water); 25 (physical activity)  1 – 8 (sleep); 23 (breakfast or drinking water)  2 – 13 (safe actions); 19 (eating fruits/vegetables); 21 (physical activity)	<i>Note: Goals relate to personal health practices, not mental/emotional health per se.</i>
1B. EEc. Failures and challenges may be beneficial learning experiences that help individuals learn and grow.	Not covered explicitly	K, 1, 2 – Can discuss in goal setting activities for personal health—if students don’t meet their goals, what can they do? what did they learn?

<b>1C. Feelings</b>		
1C. EEa. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last.	K – 2 1 – 4 2 – 3	
1C. EEb. Individuals identify appropriate ways to express and deal with feelings.	K – 2 1 – 4 2 – 3, 4	
<b>RELATIONSHIPS – Standard 2</b>	<b>Develop healthy relationships to promote mental health.</b>	
<b>Required By Changes to 135.1- for Early Elementary (K-2)</b>	<b>Currently Aligns</b>	<b>Gaps – proposed actions to address</b>
<b>2.A. Communication Skills</b>		
2.A.EEa Communication is the sharing of information and involves giving and receiving information, ideas, and opinions.	<i>Communication</i> is not explicitly defined. 2 – 4 (I-statements)	K – Can define in Lesson 3 before skills practice. 1 – Would fit well in Lesson 1—define communicating as part of belonging.
2A.EEb Individuals can use body language and tone of voice as important parts of communication.	K – 2 1 – 4 2 – 3, 4	
2A.EEc Social connections to one or more close individuals are important to the promotion and maintenance of mental health.	K – 3 1 – 1 2 – 4	
<b>2B. Empathy, Compassion, Acceptance</b>		
2B.EEa Individuals understand the meanings of empathy, compassion, and acceptance and how to express them appropriately.	1 – 1 (defines trust, respect) 2 – 4 (I-statements)	1 – Add definitions to Lesson 1. 2 – Discuss how I-statements contribute to these qualities.
2B.EEb Individuals identify characteristics of healthy family relationships.	1 – 1, 2 2 – 1	
2B.EEc Individuals identify characteristics of healthy peer relationships.	1 – 1, 3	

2B.EEd Individuals identify personal space and boundaries of others.	1 – 3 (includes respecting limits as quality of healthy friends)	1 – Add more discussion of boundaries to Lesson 3.
<b>2C. Gratitude, Forgiveness</b>		
2C.EEa Individuals understand the meaning of gratitude (a feeling of appreciation or thanks) and how to express it.		K – Can add to Lesson 1: what are you grateful for about yourself? about others? 1 – Add discussion on feeling grateful for benefits of belonging to Lesson 1. 2 – Add to Lesson 2 around changes and things you can do as a second grader
2C.EEb Individuals understand the meaning of forgiveness and that when warranted, forgiveness is a healthy part of moving forward after a negative experience.		Best place to incorporate is probably the bullying prevention lessons: K – 11; 1 – 18; 2 – 14, 15
<b>RESOURCE MANAGEMENT</b> – Standard 3	<b>Develop skills to utilize personal and community resources related to mental health. Know what, when, where, and how to ask for help for self and others.</b>	
<b>Required By Changes to 135.1- for Early Elementary (K-2)</b>	<b>Currently Aligns</b>	<b>Gaps – proposed actions to address</b>
<b>3A. What to ask for help for self and others</b>		
3A.EEa Individuals recognize that sharing feelings is a healthy action.	K – 2 1 – 4 2 – 3, 4	
<b>3B. When to ask for help for self and others</b>		
3B.EEa Individuals will be encouraged to recognize the difference between a situation that requires immediate attention and one that can wait.	K – 9 (getting help when sick or hurt); 18 (identifying emergencies) 1 – 17 (emergencies only)	2 – Add to troublesome feelings discussion in Lesson 3: when do you need immediate help? when can you wait and try to deal with the feeling on your own?
3B.EEb Individuals will develop the ability to know when help is needed and when it is not needed to make a decision related to mental and emotional health.	K – 18 1 – 9 (in relation to being safe) 2 – 4 (getting help for troublesome feelings)	K – Can add mental/emotional situations as well as the illness/injury ones to Lessons 9 and 18. 1 – Include mental/emotional situations as well as injury prevention in Lesson 9.

		2 – Add question about how you know you need help to the discussion in Lesson 4.
<b>3C. Where to ask for help for self and others</b>		
3C.EEa There are safe, trusted adults in school and at home to help individuals with their mental health needs.	K – 3 (feelings); 7 (injury); 8 (illness); 10 (safety) 1 – 1 (belonging); 9 (safety)	
<b>3D. How to ask for help for self and others</b>		
3D.EEa Individuals identify characteristics of a trusted adult in school and at home; this is the first step in accessing help.	K – 3 1 – 1 2 – 4	
3D.EEb Individuals identify trusted adults with whom they can share feelings.	K – 3 1 – 4 (add identification of specific adults to discussion) 2 – 4	

LATE ELEMENTARY 3–5		
SELF MANAGEMENT – Standard 1	Develop self-awareness and self-management skills essential for mental health	
Required By Changes to 135.1- for Late Elementary (3-5)	Currently Aligns	Gaps – proposed actions to address
<b>1A. Self-care to promote mental health and overall well-being</b>		
1A. LEa. Individuals begin to assume responsibility of self-care behaviors (rest, relax, mindfulness, hygiene, exercise, food, friend choices and creative activities) to maintain and/or improve overall health and well-being.	3 – 4 (friendships); 6, 7 (hygiene); 8 (medicine use); 17–20 (food choices); 23 (physical activity)  4 – 3 (stress management); 5 (self-control); 7 (personal health habits); 8 (protecting eyes/ears); 16, 17 (food choices); 18 (physical activity); 27 (getting support); 28 (decision making)  5 – 2 (friendships); 6 (lifestyle choices); 16–19 (food choices); 20, 21 (physical activity); 37 (abstinence); 38 (getting support)	
1A. LEb. Individuals identify characteristics of a mentally and emotionally healthy person and explain what it means to be mentally or emotionally healthy	3 – 1 5 – 1	4 – Not covered explicitly, can pull in to Lessons 1–3 on stress or 4 and 5 on feelings.
<b>1B. Resiliency</b>		
1B. LEa. Self-esteem is the opinion a person has of him/herself and can change over time.	3 – 5 5 – 32 (in relation to puberty)	
1B. LEb. Individuals’ self-esteem can be influenced by many internal and external factors.	3 – 5	3 – May want to strengthen the analysis of influences on self-concept.
1B. LEc. Failures, difficulties and nonsuccesses often provide individuals with learning experiences.		3 – Can be brought into Lessons 1, 2, 3, 4, or 5. 4 – Can be brought into Lessons 2, 4 or 6. 5 – Can be brought into Lesson 1.
<b>1C. Feelings</b>		
1C. LEa. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last.	3 – 2 4 – 4, 5; 25 (in relation to puberty)	

1C. LEb. Individuals describe the relationship between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health.	3 – 2 4 – 4, 5	5 – Add discussion of how feelings affect communication in Lesson 3.
<b>RELATIONSHIPS – Standard 2</b>	<b>Develop healthy relationships to promote mental health.</b>	
<b>2.A. Communication Skills</b>		
2A. LEa. Communication is expressed verbally and non-verbally.	3 – 2 5 – 3	
2A. LEb. Individuals’ body language and tone of voice can influence the words being spoken.	3 – 2 5 – 3	3 - Need to add this concept to idea of communication in general—lesson focuses on communicating feelings.
2A. LEc. Individuals demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.	3 – 2 (feelings) 4 – 5 (self-control for strong feelings) 5 – 3	3 – Can also extend to Lessons 3 and 4 on getting along with family/friends.
2A. LEd. Social connections to one or more close individuals are important to the promotion and maintenance of mental health.	3 – 1 5 – 1 (social health), 2 (relationships)	
<b>2B. Empathy, Compassion, Acceptance</b>		
2B. LEa. Empathy, compassion, and acceptance of differences are essential components of healthy relationships.	3 – 4 (friendships) 5 – 2	3 – Can also include in Lesson 3 around family.
2B. LEb. Individuals explain the importance of respecting personal space and the boundaries of others	3 – 4 5 – 2	3 – Concept of respecting limits is discussed, may want to strengthen emphasis.  5 – Add this specific concept to the list of healthy relationship qualities.
<b>2C. Gratitude, Forgiveness</b>		
2C. LEa. Gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, are relationship building skills that individuals can learn/foster and may provide benefit for one's mental health.	3 – 3, 4	3 – May want to introduce specific concept in Lesson 3 or 4.  5 – Can add to Lesson 2.

<b>RESOURCE MANAGEMENT</b> – Standard 3		<b>Develop skills to utilize personal and community resources related to mental health. Know what, when, where, and how to ask for help for self and others.</b>
<b>3A. What to ask for help for self and others</b>		
3A. LEa. Individuals recognize that sharing feelings is a healthy action.	3 – 2	5 – Can add specific information about sharing feelings to Lesson 3.
<b>3B. When to ask for help for self and others</b>		
3B. LEa. Individuals will recognize the difference between a situation that requires immediate attention and one that can wait.	3 – 13 (around safety) 4 – 14 (around conflict) 5 – 13	
3B. LEb. Individuals can decide when help is needed and when it is not needed to make a decision related to mental and emotional health.	3 – 13 (around safety) 4 – 14 (around conflict) 5 – 13	
<b>3C. Where to ask for help for self and others</b>		
3C. LEa. There are safe, trusted adults in school and at home, as well as within the community, to help individuals with their mental health needs.	3 – 13 (around safety); 16 (getting help for inappropriate touch) 4 – 14 (around conflict) 5 – 13	
<b>3D. How to ask for help for self and others</b>		
3D. LEa. Individuals identify characteristics of a trusted adult in school, at home, and in the community; this is the first step in accessing help.	3 – 2	3 – Add discussion of what makes the people students name trustworthy.
3D. LEb. Individuals identify trusted adults with whom they can share feelings.	3 – 2	

<b>INTERMEDIATE 6–8</b>		
<b>SELF MANAGEMENT – Standard 1</b>	<b>Develop self-awareness and self-management skills essential for mental health</b>	
<b>Required By Changes to 135.1- for intermediate grades 6-8</b>	<b>Currently aligns</b>	<b>Gaps – proposed actions to address</b>
<b>1A. Self-care to promote mental health and overall well-being</b>		
1A. Ia. Individuals describe the interrelationships of emotional, intellectual, physical, and social health in adolescence (Health Triangle; See Glossary).	EMH – 1	Integrate Health Triangle concept if needed.
1A. Ib. There are many factors that can influence one’s mental health, including family, environment, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture and community.	EMH – 3	Strengthen discussion of influencing factors.
1A. Ic. Recognition of one’s strengths and weaknesses is integral to maintaining and improving overall health.	EMH – 3 (includes assessment of traits student wants to improve)	
1A. Id. Individuals can take action (individually or with support) to positively impact their own mental health.	EMH – 3	
1A. Ie. Individuals can develop coping skills to work through challenging situations	EMH – 7 (troublesome feelings); 9 (grief); 12 (stress)	
<b>1B. Resiliency</b>		
1B. Ia. Individuals’ self-esteem is developed over time and can be influenced by many internal and external factors.	EMH – 3 (self-esteem as one aspect of emotional health)	Expand discussion of self-esteem as characteristic of emotional health in Lesson 3.
1B. Ib. Individuals can enhance their self-esteem by participating in activities that make them feel good about themselves or increase their confidence.		Include in discussion of ways to improve emotional health in Lesson 3.
1B. Ic. Resilience is the ability to bounce back from adversity, failures, and difficulties.		Add to list of emotional health characteristics in EMH Lesson 3.
1B. Id. Individuals can build resilience by working through adversity and they can build it by communicating with others who have been through similar experiences.	EMH – 3	Include in discussion of ways to improve emotional health in Lesson 3; could also include in Lesson 5 on communication.

1B. 1e. Failures and challenges may be beneficial learning experiences that provide individuals with opportunities for growth.	EMH – 3	Include in discussion of ways to improve emotional health in Lesson 3.
<b>1C. Feelings</b>		
1C. 1a. Individuals experience a full range of emotions and can learn to recognize them and predict their normal course.	EMH – 6, 7	
1C. 1b. Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health	EMH – 6, 7	
<b>RELATIONSHIPS – Standard 2</b>	<b>Develop healthy relationships to promote mental health</b>	
<b>2A. Communication Skills</b>		
2A. 1a. Healthy communication skills help to maintain overall health.	EMH – 5	
2A. 1b. Individuals can develop healthy communication skills through role modeling and authentic practice.	EMH – 5	
2A. 1c. Individuals’ use of body language and tone of voice are important parts of communication	EMH – 5	
2A. 1d. Individuals can learn healthy way to express all emotions to promote health enhancing behavior, support relationships and reduce conflicts.	EMH – 5, 7 VIP – 15, 16 (conflict resolution specifically)	
2A. 1e. Individuals can learn healthy ways to use social media and technology; one must develop a balanced approach to their technology use which can impact mental health.		Lesson 5 focuses on face-to-face communication—expand to include social media, etc.
<b>2B. Empathy, Compassion, Acceptance</b>		
2B. 1a. Demonstrating empathy, compassion and acceptance for others is an important aspect of healthy relationships. It can benefit one’s overall mental health as well as the health of those around them.	EMH – 4	Define and include specific terms in discussion.

2B. Ib. Respecting the experiences of others, accepting differences and establishing healthy boundaries are all part of balanced mental health.	EMH – 3	Make sure these three concepts are covered in the list of emotional health traits.
2B. Ic. Demonstrating empathy, compassion and acceptance can support others who are dealing with mental health issues and is important towards reducing stigma	EMH – 8	
<b>2C. Gratitude, Forgiveness</b>		
2C. Ia. Demonstrating gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, can benefit one’s own health as well as the health of those around them.		Add to discussion in EMH Lesson 3.
<b>RESOURCE MANAGEMENT – Standard 3</b>	<b>Develop skills to utilize personal and community resources related to mental health. Know what, when, where and how to ask for help for self and others.</b>	
<b>3A. What to ask for help for self and others</b>		
3A. Ia. Individuals recognize that sharing feelings is a healthy action.	EMH – 6, 7	
3A. Ib. Individuals can describe the warning signs, risk factors, and protective factors for depression, anxiety, eating disorders, and suicide.	EMH – 8 (anxiety, depression) NPA – 14 (eating disorders) Suicide not covered until High School	Could include suicide as potential outcome of anxiety/depression in discussion in EMH Lesson 8, or teach modified high school lesson from HS VIP – 9.
3A. Ic. Individuals understand how the above and other mental health concerns reflect unhealthy manifestations of otherwise “normal” mental functions, and that proven strategies exist for improving various mental functions.		Could expand this aspect of discussion in EMH Lesson 8 and NPA Lesson 14.
3A. Id. Experiencing trauma can impact one’s mental health but early recognition and intervention can have a positive impact on one’s experiences.		Could add to discussion in EMH Lessons 3, 7, 8 or 10.
<b>3B. When to ask for help for self and others</b>		
3B. Ia. Individuals acknowledge that there are issues that cannot be managed independently and require support/assistance.	EMH – 8	

3B. Ib. Individuals understand that if symptoms of mental illness/challenges affect relationships, responsibilities, and recreation of self or others, individuals need to seek help.	EMH – 8	
<b>3C. Where to ask for help for self and others</b>		
3C. Ia. Many trusted adults and community resources are available to help individuals with their mental health needs.	EMH – 8	
3C. Ib. Individuals identify helpful personal, family and community resources that can help self and others.	EMH – 8	
<b>3D. How to ask for help for self and others</b>		
3D. Ia. Individuals analyze the influences of views on mental health and mental illness (self, family, peers, culture, society, media, etc.)	EMH – 8	Briefly covered in discussion of why it can be hard to seek help—expand as needed.
3D. Ib. Effective communication and self-advocacy skills are necessary in order to obtain appropriate mental health resources for self and others	EMH – 8	

<b>COMMENCEMENT 9–12</b>		
<b>SELF MANAGEMENT – Standard 1</b>	<b>Develop self-awareness and self-management skills essential for mental health</b>	
<b>Required By Changes to 135.1- for Commencement (9-12)</b>	<b>Currently Aligns</b>	<b>Gaps – proposed actions to address</b>
<b>1A. Self-care to promote mental health and overall well-being</b>		
1A.Ca. Individuals who are mentally and emotionally healthy use self-care to promote mental health and overall well-being (Dimensions of Health, SPIES Model; See Glossary)	EMH – 1 (dimensions); 2 (emotional health traits)	Included SPIES model as needed.
1A.Cb. There are many factors that can influence an individual’s mental health, including family, environment, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture and community.	Various influences analyzed in EMH – 2, 3, 4 (values/beliefs); 9, 10 (family, peers); 15 (peers, media, perception of norms)	Could include discussion of overall variety of influences in EMH Lesson 2.
1A.Cc. Recognition of one’s strengths and weaknesses is integral to maintaining and improving overall health.	EMH – 2	
1A.Cd. Individuals can take action (individually or with support) to positively impact their own mental health.	EMH – 2, 3	
1A.Ce. Individuals can develop coping skills to work through challenging situations.	EMH – 4 (self-talk); 6 (stress); 7 (strong emotions); 10 (difficult relationships); 11 (loss/grief); 12 (anger management)	
1A.Cf. There are connections between mental illness or challenges, substance use, and trauma experiences.		Could be added to discussion in EMH Lessons 2, 10, 15; also TAOD Lesson 2.
<b>1B. Resiliency</b>		
1B. Ca. Individuals identify self-esteem is developed over time and can be influenced by many internal and external factors.	EMH – 3 (self-respect)	Adapt to include concept of esteem.

1B. Cb. Individuals can enhance their self-esteem by participating in activities that make them feel good about themselves or increase their confidence.	EMH – 3	Make self-esteem connection explicit.
1B. Cc. Individuals who are mentally healthy have positive self-esteem	EMH -2	Introduce term when discussion the trait of “accept who they are.”
1B. Cd. Individuals can overcome difficult situations by using resiliency / skills to help improve one’s mental health wellness.	EMH – 4	
1B.Ce. Failures and challenges may be beneficial learning experiences that provide individuals with opportunities for growth.	EMH – 4	
<b>1C. Feelings</b>		
1C. Ca. Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health.	EMH – 7	
<b>RELATIONSHIPS – Standard 2</b>	<b>Develop healthy relationships to promote mental health.</b>	
<b>Required By Changes to 135.1- for Early Elementary (9-12)</b>	<b>Currently Aligns</b>	<b>Gaps – proposed actions to address</b>
<b>2.A. Communication Skills</b>		
2.A.Ca Healthy communication skills help to maintain overall health.	EMH – 8	
2A.Cb Individuals can learn healthy ways to express all emotions to promote health enhancing behavior, support relationships and reduce conflicts.	EMH – 8	
2A.Cc Individuals can learn healthy ways to use social media and technology; one must develop a balanced approach to their technology use with can impact mental health.		Practice in EMH Lesson 8 is face to face. Add discussion of communication skills when using social media or texting to the lesson.
2A.Cd Individuals recognize the importance of silence in conversation. It can demonstrate listening and thoughtfulness.	EMH – 8	Note: Can reinforce in EMH Lesson 13 around conflict resolution skills.

<b>2B. Empathy, Compassion, Acceptance</b>		
2B.Ca Demonstrating empathy, compassion and acceptance for others is an important aspect of healthy relationships. It can benefit one’s overall mental health as well as the health of those around them.	EMH – 9 Also practiced as part of communication skills in EMH – 8	
2B.Cb Respecting the experiences of others, accepting differences and establishing healthy boundaries are all part of balanced mental health.	EMH – 9	Be sure all these specific concepts are included in discussion.
2B.Cc Demonstrating empathy, compassion and acceptance can support others who are dealing with mental health issues and is important towards reducing stigma.	EMH – 16	Again, be sure these terms are used in the discussion.
<b>2C. Gratitude, Forgiveness</b>		
2C.Aa Demonstrating gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, can benefit one’s overall mental health as well as the health of those around them.		Can include as part of overall mental health (EMH Lesson 2), healthy relationships in EMH Lesson 9 and/or conflict resolution (EMH Lesson 13).
<b>RESOURCE MANAGEMENT– Standard 3</b>	<b>Develop skills to utilize personal and community resources related to mental health. Know what, when, where, and how to ask for help for self and others.</b>	
<b>Required By Changes to 135.1- for Early Elementary (9-12)</b>	<b>Currently Aligns</b>	<b>Gaps – proposed actions to address</b>
<b>3A. What to ask for help for self and others</b>		
3A.Ca Individuals recognize that sharing feelings is a healthy action.	EMH – 7, 8	
3A.Cb Individuals can describe the warning signs, risk factors, and protective factors for depression, anxiety, psychosis, eating disorders, and suicide.	EMH – 15 (anxiety, depression, eating disorders) EMH – 16 and VIP – 9 (suicide)	
3A.Cc Individuals understand how the above (3A.Cb) and other mental health concerns reflect unhealthy manifestations of otherwise “normal” mental functions, and that proven strategies exist for improving various mental functions.	EMH – 16 VIP – 9	

3A.Cd Recognition of a mental health issue is an initial step towards getting help for self and others.	EMH – 16	
3A.Ce Experiencing trauma can impact one’s mental health but early recognition and intervention can have a positive impact on one’s experience.		Can include in EMH Lesson 5, 10, 15 and/or 16.
<b>3B. When to ask for help for self and others</b>		
3B.Ca Individuals understand that if symptoms of mental illness/challenges affect relationships, responsibilities, and recreation of self or others, individuals need to seek help.	EMH – 16 VIP – 9	
<b>3C. Where to ask for help for self and others</b>		
3C.Ca Many trusted adults and community resources are available to help individuals with their mental health needs.	EMH – 16	
3C.Cb Individuals identify helpful personal, family and community resources that can help self and others.	EMH – 16	
<b>3D. How to ask for help for self and others</b>		
3D.Ca Individuals analyze the influences of views on mental health and mental illness (self, family, peers, culture, society, media, etc.)	EMH – 15	Be sure all these factors are covered in the discussion.
3D.Cb Effective communication and self-advocacy skills are necessary in order to obtain appropriate mental health resources for self and others.	EMH – 16	
3D.Cc Individuals evaluate valid mental health resources and identify best methods for assessing them.	EMH – 16	