

	Essential Learning Pre-K – 2 <sup>nd</sup> Grade	Skill Expectations PreK – 2 <sup>nd</sup> Grade
<div style="border: 1px solid black; padding: 5px; text-align: center;">                     Mental and Emotional Health                 </div>	<ul style="list-style-type: none"> <li>• Express feelings in a healthy way.</li> <li>• Engage in activities that are mentally and emotionally healthy.</li> <li>• Manage interpersonal conflict in healthy ways.</li> <li>• Prevent and manage emotional stress and anxiety in healthy ways.</li> <li>• Use self-control and impulse-control strategies to promote health.</li> <li>• Get help for troublesome thoughts, feelings, or actions for oneself and others.</li> <li>• Show acceptance of difference in others.</li> <li>• Establish and maintain healthy relationships.</li> <li>• Practice habits that promote mental and emotional wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how family can influence mental and emotional health practices and behaviors.</li> <li>• Identify how school can influence mental and emotional health practices and behaviors.</li> <li>• Identify how media and technology can influence mental and emotional health practices and behaviors.</li> <li>• Describe positive influences on mental and emotional health practices and behaviors.</li> <li>• Describe negative influences on mental and emotional health practices and behaviors.</li> <li>• Identify trusted adults at home who can help promote mental and emotional health.</li> <li>• Identify trusted adults and professionals in school who can help promote mental and emotional health (e.g., school nurse, counselor, classroom teacher).</li> <li>• Identify trusted adults and professionals in the community who can help promote mental and emotional health (e.g., counselors, social workers, healthcare providers).</li> <li>• Explain how to locate school health helpers who can help with mental and emotional health (e.g., school nurse, counselor, classroom teacher).</li> <li>• Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.</li> <li>• Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.</li> <li>• Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid participating in emotionally unhealthy behaviors.</li> <li>• Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.</li> <li>• Describe how to effectively communicate care and concern for others.</li> <li>• Identify situations that need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).</li> <li>• Describe how family, peers, culture, technology, or media influence a decision related to mental and emotional health.</li> <li>• Explain the potential positive and negative outcomes from decisions related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).</li> <li>• Describe when help is needed and when it is not needed to make a mentally- and emotionally healthy decision (e.g., dealing with interpersonal conflict, managing anger).</li> <li>• Identify a realistic personal short-term goal to improve or maintain positive mental and emotional health.</li> <li>• Identify people who can help achieve a goal to improve or maintain positive mental and emotional health.</li> <li>• Identify mental and emotional health practices that reduce or prevent health risks.</li> <li>• Demonstrate healthy mental and emotional health practices.</li> <li>• Demonstrate how to encourage peers to make healthy mental and emotional health choices.</li> </ul>

# STANDARDS COMPARISON WORKING DOCUMENT OF SCHOOL DISTRICTS IN ALASKA

(ASD, FNSBSD, JSD, MSBSD)

<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Food and Nutrition</div>	<ul style="list-style-type: none"> <li>• Follow a healthy eating pattern that meets individual preferences and needs for growth and development.</li> <li>• Choose a variety of options within each food group.</li> <li>• Eat lots of fruits and vegetables.</li> <li>• Choose to eat whole grain products.</li> <li>• Choose to drink or eat fat-free or low-fat dairy or fortified dairy alternatives.</li> <li>• Drink lots of water.</li> <li>• Avoid sugary drinks.</li> <li>• Limit foods high in added sugars, saturated fats, trans fats, and sodium.</li> <li>• Choose to eat or drink nutrient-dense foods and beverages when dining.</li> <li>• Prepare good-tasting, nutrient-dense foods for yourself and others.</li> <li>• Choose and enjoy nutrient-dense foods and beverages that reflect personal preferences, culture, and budget.</li> <li>• Support healthy eating patterns for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Make requests to others (e.g., family members) about preferences for healthy eating patterns.</li> <li>• Demonstrate healthy eating patterns and behaviors.</li> <li>• Identify trusted adults at home who can help promote healthy eating practices and behaviors.</li> <li>• Identify trusted adults and professionals in school (e.g., classroom teacher, school nurse) who can help promote healthy eating practices and behaviors.</li> <li>• Demonstrate effective refusal skills to avoid unhealthy food choices and promote a healthy eating pattern.</li> <li>• Explain the potential positive and negative outcomes from a food- and nutrition-related decision.</li> <li>• Describe when help is needed and when it is not needed to make a food- and nutrition-related decision.</li> <li>• Identify how family can influence food choices and other eating practices and behaviors.</li> <li>• Identify how media and technology can influence food choices and other eating practices and behaviors.</li> <li>• Describe positive influences on food choices and other eating practices and behaviors.</li> <li>• Describe negative influences on food choices and other eating practices and behaviors.</li> <li>• Explain that the purpose of food advertisements (e.g., commercials, billboards, sponsored content, and product placement) is to make people want to eat more of certain foods.</li> <li>• Demonstrate how to ask for food in response to internal hunger signals.</li> </ul>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Violence Prevention</div>	<ul style="list-style-type: none"> <li>• Manage interpersonal conflict in nonviolent ways.</li> <li>• Avoid bullying or being a bystander to bullying.</li> <li>• Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.</li> <li>• Get help to prevent or stop unwanted or inappropriate touching.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to prevent violence.</li> <li>• Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to prevent violence.</li> <li>• Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid or prevent violence.</li> <li>• Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.</li> <li>• Demonstrate how to communicate care and concern for others to prevent violence.</li> <li>• Identify trusted adults at home who can help prevent violence.</li> <li>• Identify trusted adults and professionals in school who can help prevent violence (e.g., school counselor, classroom teacher, principal).</li> <li>• Identify trusted adults and professionals in the community who can help prevent violence (e.g., healthcare provider, police officer, firefighter, religious leader, mentor).</li> <li>• Explain how to locate school health helpers who can help reduce or avoid violence (e.g., locate principal or counselor’s office, find school “safe-zone”).</li> <li>• Explain how to locate community health helpers who can help reduce or avoid violence (e.g., police officer, healthcare provider, religious leader, mentor).</li> <li>• Demonstrate how to locate school or community health helpers who can help reduce or avoid violence (e.g., locate principal’s office, find “safe-zone” at school, call 911 dispatcher).</li> <li>• Identify situations that need a decision that could lead to or prevent violence.</li> <li>• Describe how family, peers, culture, technology, or media influence a decision that could lead to or prevent violence.</li> <li>• Explain the potential positive and negative outcomes from a decision that could lead to or prevent violence.</li> <li>• Describe when help is needed and when it is not needed to make a decision related to violence prevention.</li> <li>• Identify a realistic personal short-term goal to prevent violence.</li> <li>• Take steps to achieve the personal goal to prevent violence.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Identify people who can help achieve a personal goal to prevent violence.</li> <li>• Identify practices that reduce or prevent violence.</li> <li>• Demonstrate violence prevention practices.</li> <li>• Commit to practicing violence prevention behaviors.</li> <li>• Make requests to others to prevent violence.</li> <li>• Demonstrate how to encourage peers to prevent violence Identify how family can influence violence prevention practices and behaviors.</li> <li>• Identify how school can influence violence prevention practices and behaviors.</li> <li>• Identify how media and technology can influence violence prevention practices and behaviors.</li> <li>• Describe positive influences on violence prevention practices and behaviors.</li> <li>• Describe negative influences on violence prevention practices and behaviors.</li> </ul>
<div style="border: 1px solid black; padding: 5px; text-align: center; width: fit-content; margin: auto;">Safety</div>	<ul style="list-style-type: none"> <li>• Avoid safety hazards in the home and community.</li> <li>• Get help for oneself or others when injured or suddenly ill.</li> <li>• Support others to avoid risky behaviors and be safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Make requests to others to promote safety and avoid or reduce injury.</li> <li>• Demonstrate how to encourage peers to be safe and avoid or reduce injury.</li> <li>• Identify practices that promote safety and reduce or prevent injuries.</li> <li>• Commit to practicing safety and injury prevention behaviors.</li> <li>• Identify a realistic personal short-term goal to avoid or reduce injury.</li> <li>• Identify people who can help achieve a personal goal to avoid or reduce injury.</li> <li>• Identify how family can influence safety and injury prevention practices and behaviors.</li> <li>• Identify how school can influence safety and injury prevention practices and behaviors.</li> <li>• Identify how media and technology can influence safety and injury prevention practices and behaviors.</li> <li>• Describe positive influences on safety and injury prevention practices and behaviors.</li> <li>• Identify trusted adults at home who can help promote safety and injury prevention.</li> <li>• Identify trusted adults and professionals in school who can help promote safety and injury prevention (e.g., school principal, facility and maintenance staff ).</li> <li>• Identify trusted adults and professionals in the community who can help promote safety and injury prevention (e.g., healthcare provider, police officer, firefighter, religious leader, mentor, 911 dispatcher).</li> <li>• Explain how to locate school health helpers who can help promote safety and injury prevention (e.g., school nurse, facility and maintenance staff ).</li> <li>• Explain how to locate community health helpers who can help promote safety and injury prevention (e.g., healthcare provider, police officer, firefighter, religious leader, mentor).</li> <li>• Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote safety and prevent injury.</li> <li>• Demonstrate effective active listening skills including paying attention and verbal and nonverbal feedback to promote safety and avoid or reduce injury.</li> <li>• Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid or reduce injury.</li> <li>• Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.</li> <li>• Identify situations that need a decision related to safety and injury prevention.</li> <li>• Identify how family, peers, culture, technology, or media influence a decision related to safety and injury prevention.</li> <li>• Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.</li> </ul>

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<p>Alcohol and Drug-Use Prevention</p>	<ul style="list-style-type: none"> <li>• Use prescription and over-the-counter medications correctly.</li> <li>• Avoid misuse and abuse of over-the-counter and prescription drugs.</li> <li>• Avoid the use of alcohol.</li> <li>• Avoid the use of illegal drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how family influences medication safety and adherence (i.e., taking medicine as prescribed by a healthcare provider).</li> <li>• Identify trusted adults at home who can help with taking prescription and over-the-counter medications.</li> <li>• Identify trusted adults and professionals in school (e.g., school nurse) who can help with taking prescription and over-the-counter medications.</li> <li>• Demonstrate effective refusal skills, including firmly saying “no” and moving away, when offered medicine or other drugs by someone other than a trusted adult.</li> <li>• Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine other drugs by someone other than a trusted adult.</li> <li>• Make requests to others (e.g., family members) to avoid harmful household products, medications, or drugs.</li> </ul>
<p>Personal Health and Wellness</p>	<ul style="list-style-type: none"> <li>• Practice appropriate hygiene habits.</li> <li>• Practice behaviors that prevent infectious diseases.</li> <li>• Practice behaviors that prevent foodborne and waterborne illnesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how family can influence personal health and wellness practices and behaviors.</li> <li>• Identify how school can influence personal health and wellness practices and behaviors.</li> <li>• Identify how media and technology can influence personal health and wellness practices and behaviors.</li> <li>• Describe positive influences on personal health and wellness practices and behaviors.</li> <li>• Identify trusted adults at home who can help promote personal health and wellness.</li> <li>• Identify trusted adults and professionals in school who can help promote personal health and wellness (e.g., school nurse, counselor, classroom teacher).</li> <li>• Identify trusted adults and professionals in the community who can help promote personal health and wellness (e.g., healthcare provider, social workers, police officer, religious leaders, mentors).</li> <li>• Explain how to locate school health helpers who can help promote personal health and wellness (e.g., school nurse, counselor, classroom teacher).</li> <li>• Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.</li> <li>• Demonstrate effective active listening skills including paying attention and verbal and nonverbal feedback to enhance personal health and wellness.</li> <li>• Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid participating in behaviors that negatively affect personal health and wellness.</li> <li>• Demonstrate how to communicate care and concern for others.</li> <li>• Identify situations that need a decision related to personal health and wellness (e.g., washing hands before eating, wearing sun protection, brushing teeth daily).</li> <li>• Identify how family, peers, culture, technology, or media influence a personal health and wellness-related decision.</li> <li>• Describe when help is needed and when it is not needed to make a personal health and wellness related decision.</li> <li>• Identify a realistic short-term goal to improve a personal health and wellness-related practice.</li> <li>• Identify people who can help achieve a personal health and wellness-related goal.</li> <li>• Identify personal health and wellness-related practices that reduce or prevent health risks.</li> <li>• Demonstrate positive personal health and wellness-related practices.</li> </ul>