

	<b>Skill Expectations 3-5</b>
<b>Mental and Emotional Health</b>	<ul style="list-style-type: none"> <li>• Demonstrate healthy mental and emotional health practices and behaviors.</li> <li>• Demonstrate constructive ways to deal with upsetting emotions.</li> <li>• Show skills in handling pressure situations (e.g., calm down, walk away, seek help, or mediation)</li> <li>• Identify and describe how peers and family influence mental and emotional health.</li> <li>• Demonstrate effective verbal and nonverbal communication skills.</li> <li>• Explain how to be empathetic and compassionate toward others.</li> <li>• Demonstrate healthy ways to manage or resolve interpersonal conflict.</li> <li>• Demonstrate how to effectively ask for help to improve personal mental and emotional health.</li> <li>• Demonstrate how to effectively communicate support for others.</li> <li>• Decide when help is needed and when it is not needed related to mental and emotional health.</li> </ul>
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>• Describe unhealthy eating patterns and behaviors.</li> <li>• Explain how to be empathetic and compassionate towards someone who is trying to improve personal food choices.</li> <li>• Explain how family, culture, peers, technology, or media influence decisions related to food and nutrition.</li> <li>• Identify potential outcomes when choosing foods and beverages.</li> <li>• Choose food and beverages that fit with healthy eating patterns.</li> <li>• Identify the importance of family and cultural influence in food choices and other eating practices and behaviors.</li> <li>• Identify how peers influence food choices and other eating practices and behaviors.</li> <li>• Describe how school and community settings influence food choices.</li> <li>• Explain the importance of being responsible for the personal eating behaviors that are within one's control.</li> <li>• Analyze the validity of nutrition products.</li> <li>• Describe situations that call for professional nutrition services.</li> <li>• Access valid nutrition information from home, school, or community.</li> <li>• Identify false or misleading claims on food packaging and promotions.</li> <li>• Explain how social expectations influence healthy and unhealthy food choices and other eating practices and behaviors.</li> <li>• Explain how personal values and beliefs influence food choices and other eating practices and behaviors.</li> <li>• Describe how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors.</li> <li>• Explain that the purpose of food advertisements (e.g., product placement, commercials, billboards, sponsored content) is to make people want to eat more of that food.</li> <li>• Demonstrate how to ask for food in response to internal hunger signals.</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: auto;">Violence Prevention</div>	<ul style="list-style-type: none"> <li>• Describe how family and culture influence violence prevention practices and behaviors.</li> <li>• Describe how school and community settings influence violence prevention practices and behaviors.</li> <li>• Describe how media and technology influence violence prevention practices and behaviors.</li> <li>• Describe how peers influence violence prevention practices and behaviors.</li> <li>• Demonstrate effective verbal and nonverbal communication skills to prevent violence.</li> <li>• Explain how to be empathetic and compassionate toward others to prevent violence.</li> <li>• Demonstrate effective peer resistance skills to avoid or reduce violence.</li> <li>• Demonstrate healthy ways to manage or resolve conflict to prevent violence.</li> <li>• Demonstrate how to effectively ask for help to prevent violence.</li> <li>• Demonstrate violence prevention practices and behaviors.</li> <li>• Commit to practicing violence prevention behaviors.</li> <li>• Demonstrate how to persuade others to prevent violence</li> </ul>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">Safety</div>	<ul style="list-style-type: none"> <li>• Describe practices and behaviors that reduce or prevent injury.</li> <li>• Commit to practicing safety and injury prevention.</li> <li>• Identify how peers influence safety and injury prevention practices and behaviors.</li> <li>• Describe characteristics of valid safety and injury prevention services.</li> <li>• Demonstrate how to locate sources of valid safety and injury prevention information.</li> <li>• Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury.</li> <li>• Demonstrate effective peer resistance skills to avoid or reduce injury.</li> <li>• Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.</li> <li>• Demonstrate how to effectively ask for help to avoid or reduce personal injury.</li> <li>• Identify situations that need a decision related to safety and injury prevention.</li> <li>• Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention.</li> <li>• Choose a safe option when making a decision related to personal safety and injury prevention</li> </ul>

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(ASD, FNSBSD, JSD, MSBSD)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Alcohol and Drug-Use Prevention</p>	<ul style="list-style-type: none"> <li>• Identify how culture and peers influence practices and behaviors related to alcohol use.</li> <li>• Describe how family impacts behaviors related to alcohol use.</li> <li>• Demonstrate how to locate sources of valid information for over-the-counter and prescription medications.</li> <li>• Demonstrate effective verbal and nonverbal communication skills to avoid alcohol- and other drug-use.</li> <li>• Demonstrate effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.</li> <li>• Explain how to be empathetic and compassionate towards a family member who is trying to quit alcohol- or other drug-use.</li> <li>• Demonstrate how to effectively ask for help to avoid exposure to others who use alcohol or drugs.</li> <li>• Decide when help is needed to make a decision to not use alcohol or other drugs.</li> <li>• Choose a healthy option when making a decision about alcohol and other drug prevention.</li> <li>• Give factual information about the benefits of being alcohol- and other drug-free.</li> <li>• Demonstrate how to persuade others to avoid driving while under the influence or riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.</li> <li>• Describe practices and behaviors that prevent alcohol and other substance abuse.</li> <li>• Set a realistic goal to be alcohol- and drug-free.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal Health and Wellness</p>	<ul style="list-style-type: none"> <li>• Identify how culture, peers, and family influences personal health and wellness-related practices and behaviors.</li> <li>• Describe the impact that media and technology have on personal health and wellness-related practices and products.</li> <li>• Describe characteristics of valid personal health and wellness information and products.</li> <li>• Explain how to be empathetic and compassionate toward others.</li> <li>• Demonstrate healthy ways to avoid participating in behaviors that can negatively affect personal health and wellness.</li> <li>• Demonstrate how to effectively ask for help to improve personal health and wellness.</li> <li>• Demonstrate how to effectively communicate support for others.</li> <li>• Identify resources that can help achieve a personal health and wellness-related goal.</li> <li>• Describe practices and behaviors that reduce or prevent personal health and wellness-related risks.</li> <li>• Demonstrate positive personal health and wellness-related practices and behaviors.</li> </ul>

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Sexual Health

- Demonstrate giving, receiving, and refusing verbal consent in interactions with family members, peers, and other adults.
- Explain how to be empathetic and compassionate toward others who are at a different stage of puberty from oneself.
- Set a realistic goal to maintain personal hygiene during puberty.
- Demonstrate how to persuade others that is wrong to tease, or bully others based on differences and other personal characteristics.
- Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty.
- Identify and describe body changes associated with puberty
- Describe changing needs and feelings during puberty and acknowledge that others have similar experiences
- Identify and develop strategies to help manage the changes that occur during puberty

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