

Skill Expectations 6-8	
Mental and Emotional Health	<ul style="list-style-type: none"> • Describe positive and negative influences on mental and emotional health. • Identify trusted adults and professionals who can help assist with mental and emotional health. • Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. • Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback. • Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid participating in emotionally unhealthy behaviors. • Describe how to effectively communicate care and concern for others. • Describe how family, peers, culture, technology, or media can influence mental and emotional health. • Identify people who can help achieve a goal to improve or maintain positive mental and emotional health. • Demonstrate healthy mental and emotional health practices. • Demonstrate how to encourage peers to make healthy mental and emotional health choices.
Food and Nutrition	<ul style="list-style-type: none"> • Explain the importance of being responsible for the personal eating behaviors that are within one’s control. • Demonstrate eating patterns and behaviors to improve the health of oneself and others. • Analyze the validity of nutrition products and information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content). • Describe situations that call for professional nutrition services. • Identify false or misleading claims on food packaging and promotions. • Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to food and nutrition. • Assess personal eating practices. • Explain how personal values, beliefs, and social expectations influence healthy and unhealthy food choices. • Analyze how food advertisements (e.g., product placement, commercials, billboards, sponsored content) make people want to eat more of that food.

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(ASD, FNSBSD, JSD, MSBSD)

<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Violence Prevention</div>	<ul style="list-style-type: none"> • Describe how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g., how alcohol and other drug use, mental and emotional health influence violent behaviors). • Analyze how family, community, media, and peers can influence violence practices and behaviors. • Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence. • Demonstrate how to effectively ask for assistance to prevent violence. • Demonstrate healthy ways to manage or resolve conflict to prevent violence. • Describe situations that call for professional violence prevention or intervention services. • Determine when potentially violent situations require a decision. • Assess personal violent and nonviolent practices. • Explain the importance of being responsible for practicing violence prevention behaviors. • Demonstrate giving, receiving, and refusing verbal consent in interactions with peers and other adults.
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Safety</div>	<ul style="list-style-type: none"> • Commit to practicing safety and injury prevention. • Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.. • Demonstrate how to effectively ask for assistance to avoid or reduce personal injury.. • Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal safety of oneself and others.. • Describe situations that call for professional safety and injury prevention services. • Analyze how media and technology influence safety and injury prevention practices and behaviors. • Analyze how peers influence safety and injury prevention practices.

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Alcohol and Drug-Use Prevention</p>	<ul style="list-style-type: none"> • Explain how school rules, laws, and other social expectations (e.g., legal drinking age) influence alcohol- and other drug-related choices and behaviors. • Explain how personal values and beliefs influence alcohol- and other drug-use choices and behaviors. • Describe how alcohol- and other drug-use can influence the likelihood of engaging in other unhealthy behaviors. • Describe situations that call for professional alcohol- and other drug-use treatment services. • Access valid and reliable alcohol- and other drug-use prevention information from home, school, or community. • Demonstrate effective peer resistance skills to avoid or reduce alcohol- and other drug-use. • Demonstrate how to effectively ask for assistance to quit using alcohol or other drugs. • Demonstrate how to effectively communicate empathy and support to a family member or friend who is trying to quit alcohol- or other drug-use. • Persuade others to avoid driving while under the influence of alcohol or other drugs.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal Health and Wellness</p>	<ul style="list-style-type: none"> • Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors. • Analyze how family and culture influence personal health and wellness-related practices and behaviors. • Analyze how school, media, and peers influence personal health and wellness. • Analyze the validity of personal health and wellness products. • Choose a healthy alternative when making a personal health and wellness-related decision. • Assess personal health and wellness-related practices. • Collaborate with others to advocate for individuals, families, and schools to be healthy.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sexual Health</p>	<ul style="list-style-type: none"> • Demonstrate giving, receiving, and refusing verbal consent in interactions with peers and other adults. • Explain how family, culture, technology, media, peers, and personal beliefs can affect sexual health-related decisions. • Demonstrate the effective use of verbal and nonverbal communication skills to promote healthy relationships. • Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the sexual health of oneself and others. • Demonstrate effective peer resistance skills to avoid or reduce sexual risk behaviors. • Assess relationships, practices, and behaviors related to sexual and reproductive health. • Explain the importance of being responsible for practicing sexual abstinence. • Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics. • Collaborate with others to advocate for safe, respectful, and responsible relationships. • Explain how friends, family, media, society, and culture can influence self-concept and body image. • Analyze how peers influence sexual relationships, practices, and behaviors. • Demonstrate how to effectively communicate support for peers when aspects of their sexuality are different from one's own. • Set a realistic goal related to maintaining personal hygiene during puberty. • Explain the importance of being responsible for practicing safer sexual behaviors.

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| | <ul style="list-style-type: none">• Describe situations that call for professional sexual and reproductive healthcare services. |
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