

	A	B	C
1	Mental and Emotional Health		
2	Essential Learning	Knowledge Expectations	Skill Expectations
3	Kindergarten	Kindergarten	Kindergarten
4	1. Identify and acknowledge emotions.	Identify different emotions	Identify trusted adults at home who can help promote mental and emotional health.
5	2. Safe and healthy expression of emotions.	Identify relationships in family, school, and community that are caring.	Demonstrate effective refusal skills, including firmly saying "no" and moving away to avoid participating in emotionally unhealthy behaviors. (No, Go, Tell)
6	3. Self-regulation and impulse-control strategies.	Identify characteristics that make people unique or special.	Identify mental and emotional health strategies that promote wellness.
7	4. Safe and healthy relationships and boundaries.	Explain why it is wrong to tease or bully others.	Make requests to others to utilize personal mental and emotional health strategies.
8		Explain the importance of respecting the personal space and boundaries of others.	
9		Describe what it means to be a good friend.	
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11	First Grade	First Grade	First Grade
12	1. Identify and acknowledge emotions.	Describe how different situations can influence feeling different emotions.	Identify trusted adults and professionals in school who can help promote mental and emotion health. (e.g. school nurse, counselor, classroom teacher).
13	2. Safe and healthy expression of emotions.	Identify appropriate ways to express needs, wants, emotions, and feelings.	Demonstrate effective refusal skills, including firmly saying "no" and moving away to avoid participating in emotionally unhealthy behaviors. (No, Go, Tell)
14	3. Self-regulation and impulse-control strategies.	Describe self-control and self regulation strategies.	Demonstrate healthy mental and emotional health strategies.
15	4. Safe and healthy relationships and boundaries.	Identify characteristics that make people unique or special and explain why it is wrong to tease or bully others.	
16		Identify relationships in family, school, and community that are caring.	
17		Explain the importance of respecting the personal space and boundaries of others.	
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19	Second Grade	Second Grade	Second Grade
20	1. Identify and acknowledge emotions.	Describe self-control and self regulation strategies, the relationship between feelings, emotions, and behavior, and how different situations can influence those.	Describe positive influences on mental and emotional health strategies and behaviors.
21	2. Safe and healthy expression of emotions.	Explain the importance of talking with trusted adults about feelings.	Describe negative influences on mental and emotional health strategies and behaviors.
22	3. Self-regulation and impulse-control strategies.	Explain the importance of respecting the personal space and boundaries of others.	Demonstrate effective refusal skills, including firmly saying "no" and moving away to avoid participating in emotionally unhealthy behaviors. (No, Go, Tell)
23	4. Safe and healthy relationships and boundaries.	Identify characteristics that make people unique or special.	Identify situations that need a decision related to mental and emotional health (e.g. dealing with interpersonal conflict, managing anger.)
24		Describe the difference between bullying and teasing and why they are wrong.	
25		Identify healthy ways to express affection, love, friendship, and concern.	
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27	Third Grade	Third Grade	Third Grade
28	1. Safe and healthy expression of emotions.	Describe the relationship between feelings, emotions, and behavior and how they can change throughout the day.	Demonstrate effective verbal and nonverbal communication skills.
29	2. Self-regulation and impulse-control strategies.	Describe how the expression of emotions or feelings can help or hurt oneself or others.	Explain how to be empathetic and compassionate toward others.
30	3. Relationship between emotion and behavior.	Describe self-control and how it can benefit mental and emotional health and identify people who demonstrate these qualities.	Decide when help is needed and when it is not needed to make a decision related to mental and emotional health.
31	4. Physical responses to emotion.	Identify ways to cope with challenging situations (e.g., losing a game, doing poorly on a test).	Demonstrate effective refusal skills (boundary setting), including firmly saying "no" and moving away to avoid participating in emotionally unhealthy behaviors. (No, Go, Tell)
32	5. Safe and healthy relationships.	Identify trusted adults and the importance of talking with them about feelings.	
33	6. Boundaries of self and others.	Identify relationships in family, peer groups, school, and the community that are caring.	
34		Identify characteristics that make people unique or special.	
35		Describe different types of bullying (e.g. physical, verbal, social, cyber) and how bullying is different than teasing.	
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37	Fourth Grade	Fourth Grade	Fourth Grade
38	1. Safe and healthy expression of emotions.	Identify appropriate ways to express and manage needs, wants, emotions, and feelings.	Describe how family and culture influence mental and emotional health practices and behaviors.
39	2. Self-regulation and impulse-control strategies.	Describe resilience and how it impacts mental and emotional health.	Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risk.
40	3. Relationship between emotion and behavior.	Identify trusted adults and the importance of talking with them about feelings.	Demonstrate effective refusal skills (boundary setting), including firmly saying "no" and moving away to avoid participating in emotionally unhealthy behaviors. (No, Go, Tell)
41	4. Physical responses to emotion.	Describe healthy ways to express affection, love, friendship, and concern.	Identify ways to cope with challenging situations (e.g., losing a game, doing poorly on a test).
42	5. Safe and healthy relationships.	Identify strategies for effectively communicating feelings to family members, trusted adults, and peers.	
43	6. Boundaries of self and others.	Describe examples of pro-social behaviors (e.g. helping others, being respectful of others, cooperation, and consideration.	
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46	Fifth Grade	Fifth Grade	Fifth Grade
47	1. Safe and healthy expression of emotions.	Identify internal and external signs that one is experiencing different feelings or emotions.	Describe how media and technology influence mental and emotional health practices and behaviors.
48	2. Self-regulation and impulse-control strategies.	Describe healthy ways to express emotions or feelings (eg. affection, love, concern, anger, etc.)	Identify and demonstrate options and their potential outcomes when making a decision related to mental and emotional health.
49	3. Relationship between emotion and behavior.	Identify characteristics of mentally and emotionally healthy people, and identify people who demonstrate these qualities.	Demonstrate effective refusal skills (boundary setting), including firmly saying "no" and moving away to avoid participating in emotionally unhealthy behaviors. (No, Go, Tell)

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50	4. Physical responses to emotion.	Describe the differences and similarities between self-efficacy, self-respect, and self-awareness.	Identify strategies for effectively communicating feelings to family members, trusted adults, and peers.
51	5. Safe and healthy relationships.	Describe resilience and how it impacts mental and emotional health.	
52	6. Boundaries of self and others.	Describe self-control and how it can benefit mental and emotional health.	
53		Identify a parent, caregiver, or trusted adult to talk with about feelings and explain the importance of talking about feelings with a trusted adult.	
54		Identify healthy strategies to manage difficult relationships with family members and peers.	
55		Describe what empathy is and why it is important.	
56		Describe different types of bullying (e.g. physical, verbal, social, cyber) and how bullying is different than teasing, and healthy ways to respond if you are experiencing or witnessing.	