

| | A | B | C |
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| 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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| | A Third Grade | B Third Grade | C Third Grade |
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| 27 | 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. |
| 28 | 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. |
| 29 | 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. |
| 30 | | | Demonstrate effective refusal skills (boundary setting), including firmly saying "no" and moving away to avoid participating in emotionally unhealthy behaviors. (No, Go, Tell) |
| 31 | 4. Physical responses to emotion. | Identify ways to cope with challenging situations (e.g., losing a game, doing poorly on a test). | |
| 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 (e.g. 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. | |