

## External Assets

| External needs- Boundaries and Expectations | Grade & Standard  | Grade Level Expectation   |
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| <p><b>Family boundaries</b></p>             | <p>1<sup>st</sup> Grade<br/> <u>Health Standard 3:</u><br/>           Emotional and Social Wellness</p> <p>2<sup>nd</sup> Grade<br/> <u>Health Standard 4:</u><br/>           Prevention and Risk Management</p> <p>3<sup>rd</sup> Grade<br/> <u>Health Standard 3:</u><br/>           Emotional and Social Wellness</p> <p>6<sup>th</sup> Grade<br/> <u>Health Standard 2:</u><br/>           Physical and Personal Wellness</p> <p>7<sup>th</sup> Grade<br/> <u>Health Standard 3:</u><br/>           Emotional and Social Wellness</p> <p>8<sup>th</sup> Grade<br/> <u>Health Standard 3:</u><br/>           Emotional and Social Wellness</p> | <p>2. Identify parents, guardians, and other trusted adults as resources for information about health</p> <p>4. Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation</p> <p>2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others</p> <p>2. Access valid and reliable information regarding qualities of healthy family and peer relationships<br/>           3. Comprehend the relationship between feelings and actions</p> <p>1. Demonstrate effective communication skills to express feelings appropriately</p> <p>2. Internal and external factors influence mental and emotional health</p> |

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|                                 | <p>High School<br/> <u>Health Standard 3:</u><br/> Emotional and Social<br/> Wellness</p>  | <p>3. Advocate to improve or maintain positive mental and emotional health for self and others</p>  |  |
| <p><b>School boundaries</b></p> | <p>Kindergarten<br/> <u>Health Standard 4:</u><br/> Prevention and Risk<br/> Management</p> <p>1<sup>st</sup> Grade<br/> <u>Health Standard 4:</u><br/> Prevention and Risk<br/> Management</p> <p>2<sup>nd</sup> Grade (none)</p> <p>3<sup>rd</sup> Grade<br/> <u>Health Standard 4:</u><br/> Prevention and Risk<br/> Management</p> <p>4<sup>th</sup> Grade<br/> <u>Health Standard 4:</u><br/> Prevention and Risk<br/> Management</p> <p>5<sup>th</sup> Grade</p> | <p>1. Identify the importance of respecting the personal space and boundaries of self and others</p> <p>1. Demonstrate strategies to avoid hazards in the home and community</p> <p>3. Identify ways to prevent injuries at home, in school, and in the community</p> <p>3. Demonstrate skills necessary to prevent a conflict from escalating to violence</p> <p>2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying</p> |  |

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|                         | <p><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p>6<sup>th</sup> Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p>7<sup>th</sup> Grade (none)</p> <p>8<sup>th</sup> Grade<br/><u>Health Standard</u><br/>Emotional and Social Wellness</p> <p>High School<br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> | <p>4. Demonstrate ways to advocate for safety, and prevent unintentional injuries</p> <p>1. Access valid school and community resources to help with mental and emotional health concerns</p> <p>10. Advocate for changes in the home, school, or community that would increase safety</p> |  |
| Neighborhood boundaries | N/A  |  |  |
| Adult role models       | <p>Kindergarten<br/>(None)</p> <p>1<sup>st</sup> Grade<br/>Health Standard 3:<br/>Emotional and Social Wellness</p>  | <p>2. Identify parents, guardians, and other trusted adults as resources for information about health</p>  |  |

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|                                       | <p>2 &amp; 5 Grade<br/>(None)</p> <p>6 &amp; 7<sup>th</sup> Grade<br/>(None)</p> <p>8<sup>th</sup> Grade<br/><u>Health Standard 3:</u><br/>Emotional and Social<br/>Wellness</p> <p>High School<br/><u>Health Standard 4:</u><br/>Prevention and Risk<br/>Management</p>                 | <p>1. Access valid school and community resources to help with mental and emotional health concerns</p> <p>8. Access valid information and resources that provide information about sexual assault and violence</p> |
| <p><b>Positive Peer influence</b></p> | <p>Kindergarten<br/><u>Health Standard 3:</u><br/>Emotional and Social<br/>Wellness</p> <p>1<sup>st</sup> Grade<br/><u>Health Standard 3.</u><br/>Emotional and Social<br/>Wellness</p> <p>2<sup>nd</sup> Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk<br/>Management</p> | <p>1. Exhibit understanding that one's actions impact others</p> <p>1. Demonstrate how to express emotions in healthy ways</p> <p>3. Explain why bullying is harmful and how to respond appropriately</p>           |

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|  | <p>3<sup>rd</sup> Grade<br/><u>Health Standard 1:</u><br/>Emotional and Social<br/>Wellness</p>  | <p>2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others</p> |  |
|  | <p>4<sup>th</sup> Grade<br/><u>Health Standard 3:</u><br/>Emotional and Social<br/>Wellness</p>  | <p>1. Identify the positive behaviors that support relationships</p>   |  |
|  | <p>5<sup>th</sup> Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk<br/>Management</p> | <p>2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying</p>         |  |
|  | <p>6<sup>th</sup> Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk<br/>Management</p> | <p>3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention.</p>           |  |
|  | <p>7<sup>th</sup> Grade<br/><u>Health Standard 2:</u><br/>Physical and<br/>Personal Wellness</p> | <p>3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)</p>                              |  |
|  | <p>8<sup>th</sup> Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk<br/>Management</p> | <p>3. Demonstrate decision-making skills to be alcohol, tobacco and drug-free</p>  |  |

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|                                 | <p>High School<br/> <u>Health Standard 3:</u><br/> Emotional and Social<br/> Wellness</p>  | <p>5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior</p> <p>3. Advocate to improve or maintain positive mental and emotional health for self and others</p>   |  |
| <p><b>High Expectations</b></p> | <p>Kindergarten<br/> <u>Health Standard 4:</u><br/> Prevention and Risk<br/> Management</p> <p>1<sup>st</sup> Grade<br/> <u>Health Standard 4:</u><br/> Prevention and Risk<br/> Management</p> <p>2<sup>nd</sup> Grade<br/> <u>Health Standard 4:</u><br/> Prevention and Risk<br/> Management</p> <p>3<sup>rd</sup> Grade<br/> <u>Health Standard 3:</u><br/> Emotional and Social<br/> Wellness</p> <p>4<sup>th</sup> Grade<br/> <u>Health Standard 4:</u><br/> Prevention and Risk<br/> Management</p> | <p>3. Demonstrate effective communication skills in unsafe situations</p> <p>1. Demonstrate strategies to avoid hazards in the home and community</p> <p>3. Explain why bullying is harmful and how to respond appropriately</p> <p>1. Utilize knowledge and skills to treat self and others with care and respect</p> <p>3. Demonstrate skills necessary to prevent a conflict from escalating to violence</p> |  |

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|  | <p>5<sup>th</sup> Grade<br/> <u>Health Standard 4:</u><br/> Prevention and Risk Management</p> | <p>2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying</p>   |
|  | <p>6<sup>th</sup> Grade<br/> <u>Health Standard 4:</u><br/> Prevention and Risk Management</p> | <p>4. Demonstrate ways to advocate for safety, and prevent unintentional injuries</p>  |
|  | <p>7<sup>th</sup> Grade<br/> <u>Health Standard 2:</u><br/> Physical and Personal Wellness</p> | <p>3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)</p> <p>4. Analyze the internal and external factors that influence sexual decision-making and activity</p>   |
|  | <p>8<sup>th</sup> Grade<br/> <u>Health Standard 4:</u><br/> Prevention and Risk Management</p> | <p>3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention.</p> <p>4. Analyze how positive health behaviors can benefit people throughout their life span</p> <p>5. Demonstrate self-management skills to reduce violence and actively participate in violence prevention</p> |
|  | <p>High School<br/> <u>Health Standard 2:</u><br/> Physical and Personal Wellness</p>          | <p>4. Use a decision-making process to make healthy decisions about relationships and sexual health</p> <p>6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly</p>  |

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| <b>External Needs- Constructive Use of time</b> |  |   |
| Creative activities                             | N/A  |   |
| Youth programs                                  | N/A  |   |
| Religious community                             | N/A  |   |
| Time at home                                    | <p>Kindergarten<br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p>1<sup>st</sup> Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p>2<sup>nd</sup> Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p>3 &amp; 4Grades<br/><b>(None)</b></p> <p><b>5<sup>th</sup> Grade</b><br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p>6<sup>th</sup> Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> | <p>3. Demonstrate effective communication skills in unsafe situations</p> <p>1. Demonstrate strategies to avoid hazards in the home and community</p> <p>2. Identify safe and proper use of household products</p> <p>1. Access valid information about the effects of tobacco use and exposure to second-hand smoke, and prescription and over-the-counter drugs</p> <p>4. Demonstrate ways to advocate for safety, and prevent unintentional injuries</p> |

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|                                | <p>7<sup>th</sup> Grade<br/><u>Health Standard 2:</u><br/>Physical and Personal Wellness</p> <p>8<sup>th</sup> Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p>High School<br/><u>Health Standard 2:</u><br/>Physical and Personal Wellness</p> <p><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> | <p>2. Demonstrate the ability to make healthy food choices in a variety of settings</p> <p>5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior</p> <p>2. Analyze how family, peers, media, culture, and technology influence healthy eating choices</p> <p>10. Advocate for changes in the home, school, or community that would increase safety</p> |
| <b>External needs- Support</b> |   |  |
| Family support                 | <p>Kindergarten<br/><u>(none)</u></p> <p>1<sup>st</sup> Grade<br/><u>Health Standard 3:</u><br/>Emotional and Social Wellness</p> <p>2<sup>nd</sup> Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p>3<sup>rd</sup> Grade</p>  | <p>2. Identify parents, guardians, and other trusted adults as resources for information about health</p> <p>2. Identify safe and proper use of household products</p>   |

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|  | <p><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p>4<sup>th</sup> Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p><b>5<sup>th</sup> Grade</b><br/><u>Health Standard 2:</u><br/>Physical and Personal Wellness</p> <p>6<sup>th</sup> Grade<br/><u>Health Standard 2:</u><br/>Physical and Personal Wellness</p> <p>7<sup>th</sup> Grade<br/><u>Health Standard 2:</u><br/>Physical and Personal Wellness</p> <p>8<sup>th</sup> Grade<br/><u>Health Standard 3:</u><br/>Emotional and Social Wellness</p> <p>High School<br/><u>Health Standard 2:</u><br/>Physical and Personal Wellness</p> <p><u>Health Standard 4:</u></p> | <p>3. Identify ways to prevent injuries at home, in school, and in the community</p> <p>1. Identify positive and negative uses for medicines</p> <p>3. Describe the physical, social, and emotional changes occurring at puberty</p> <p>2. Access valid and reliable information regarding qualities of healthy family and peer relationships</p> <p>3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)</p> <p>2. Internal and external factors influence mental and emotional health</p> <p>2. Analyze how family, peers, media, culture, and technology influence healthy eating choices</p> <p>10. Advocate for changes in the home, school, or community that would increase safety</p> |
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|                                     | Prevention and Risk Management  |   |
| Positive family communication       | N/A   |   |
| Other adult relationships           | N/A   |   |
| Caring neighborhoods                | N/A   |   |
| Caring school climate               | N/A   |   |
| Parent involvement in schooling     | N/A   |   |
| <b>External assets- Empowerment</b> |   |   |
| Community values as youth           | N/A   |   |
| Youth as resources                  | N/A   |   |
| Service to others                   | N/A   |   |
| Safety                              | <p>Kindergarten<br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p>1<sup>st</sup> Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p>2<sup>nd</sup> Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p>3<sup>rd</sup> Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p>4<sup>th</sup> Grade<br/><u>Health Standard 4:</u></p> | <p>3.Demonstrate effective communication skills in unsafe situations</p> <p>1.Demonstrate strategies to avoid hazards in the home and community</p> <p>4. Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation</p> <p>3. Identify ways to prevent injuries at home, in school, and in the community</p> <p>3. Demonstrate skills necessary to prevent a conflict from escalating to violence</p> |

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|  | <p>Prevention and Risk Management</p> <p>5th Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p>6<sup>th</sup> Grade<br/><u>Health Standard 3:</u><br/>Emotional and Social Wellness</p> <p>7<sup>th</sup> Grade<br/><u>Health Standard 2:</u><br/>Physical and Personal Wellness</p> <p>8<sup>th</sup> Grade<br/><u>Health Standard 4:</u><br/>Prevention and Risk Management</p> <p>High School<br/><u>Health Standard 2:</u><br/>Physical and Personal Wellness</p> | <p>3. Demonstrate basic first aid and safety procedures</p> <p>1. Access valid school and community resources to help with mental and emotional health concerns</p> <p>2. Internal and external factors influence mental and emotional health</p> <p>3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)</p> <p>4. Analyze the internal and external factors that influence sexual decision-making and activity</p> <p>1. Analyze influences that impact individuals' use or non-use of alcohol, tobacco, and other drugs</p> <p>2. Access valid sources of information about alcohol, tobacco, and other drugs</p> <p>4. Use a decision-making process to make healthy decisions about relationships and sexual health</p> <p>5. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly</p> |
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High School  
Health Standard 4:  
Prevention and Risk  
Management

2. Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs

3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs

4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free

5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence

6. Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help

7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them

8. Access valid information and resources that provide information about sexual assault and violence

9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence

10. Advocate for changes in the home, school, or community that would increase safety

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