

NYS Standards Crosswalk Using the Framework for Mental Health Education Instruction



Intermediate (6-8)

<u>Mental Health</u>	<u>SEL Benchmark</u>	<u>Health</u>	<u>Physical Education</u>	<u>FACS</u>
Standard 1: Self Management		Standard 1: Personal Health and Fitness		
Subcategory 1A. Self-care to promote mental health and overall well-being				
1A. 1a. Individuals describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	<p>2A.3a. Hypothesize others' feelings and perspectives in a variety of situations and explain reasons for one's conjectures.</p> <p>2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.</p>	<ul style="list-style-type: none"> - Demonstrate the necessary knowledge and skills to promote healthy adolescent development. - Analyze multiple influences which affect health decisions and behaviors. 	<ul style="list-style-type: none"> - Understand the relationship between physical activity and the prevention of illness, disease and premature death. 	<ul style="list-style-type: none"> - Recognize the mental, social, and emotional aspects of good health.

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Standard 1: Self Management		Standard 1: Personal Health and Fitness		
Subcategory 1A. Self-care to promote mental health and overall well-being				
1A. Ib. There are many factors that can influence one's mental health, including family, environment, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture and community.	1A. 3a. Analyze factors that create stress or motivate successful performance.	<ul style="list-style-type: none"> - Describe the interrelationship of social, emotional and physical health during adolescence. - Explain how lifestyle, family history and other factors relate to the cause/prevention of diseases/health problems. 	- Analyze the multiple influences which affect health decisions and behaviors.	- Understand the relationships among diet, health, and physical activities.
1A. Ic. Recognition of one's strengths and weaknesses is integral to maintaining and improving overall health.	1B.3a. Analyze how personal strengths and areas in need of improvement influence choices and outcomes.	- Demonstrate the necessary knowledge and skills to promote healthy adolescent development.	NA	- Recognize the mental, social, and emotional aspects of good health.
1A. Id. Individuals can take action (individually or with support) to positively impact their own mental health.	1A.3b. Apply strategies to manage stress and to motivate oneself to constructively address challenges.	- Apply prevention and risk reduction strategies to adolescent health problems.	- Develop and implement a personal fitness plan based on self-assessment and goal setting, understand changes that result from training, and health benefits of regular participation in activity.	- Apply decision-making process to dilemmas related to personal health.

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Standard 1: Self Management		Standard 1: Personal Health and Fitness		
Subcategory 1A. Self-care to promote mental health and overall well-being				
1A. Ic. Recognition of one's strengths and weaknesses is integral to maintaining and improving overall health.	1B.3a. Analyze how personal strengths and areas in need of improvement influence choices and outcomes.	- Demonstrate the necessary knowledge and skills to promote healthy adolescent development.	NA	- Recognize the mental, social, and emotional aspects of good health.
1A. Id. Individuals can take action (individually or with support) to positively impact their own mental health.	1A.3b. Apply strategies to manage stress and to motivate oneself to constructively address challenges.	- Apply prevention and risk reduction strategies to adolescent health problems.	- Develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity.	- Apply decision-making process to dilemmas related to personal health.
1A. Ie. Individuals can develop coping skills to work through challenging situations.	1A.3b. Apply strategies to manage stress and to motivate oneself to constructively address challenges.	- Demonstrate a variety of problem-solving, communication and stress management skills to address health, compromising behaviors.	NA	- Practice techniques to help reduce stress (e.g., time management)

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Standard 1: Self Management		Standard 1: Personal Health and Fitness		
Subcategory 1B. Resiliency				
1B. Ia. Individuals' self-esteem is developed over time and can be influenced by many internal and external factors.	2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	- Describe the interrelationship of social, emotional and physical health during adolescence.	NA	- Recognize the mental, social and emotional aspects of good health.
1B. Ib. Individuals can enhance their self-esteem by participating in activities that make them feel good about themselves or increase their confidence.	1B.3b. Analyze how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school/life.	- Demonstrate personal and social skills which enhance personal health and safety.	- Understand the relationship between physical activity and the prevention of illness, disease and premature death.	- Understand the relationships among diet, health, and physical activities.
1B. Ic. Resilience is the ability to bounce back from adversity, failures, and difficulties.	1B3a. Analyze how personal strengths and areas in need of improvement influence choices and outcomes.	NA	NA	NA
1B. Id. Individuals can build resilience by working through adversity and by communicating with others who have been through similar experiences.	1A.3b. Apply strategies to manage stress to motivate oneself to constructively address challenges.	NA	NA	NA

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Standard 1: Self Management		Standard 1: Personal Health and Fitness		
Subcategory 1B. Resiliency				
1B. 1e. Failures and challenges may be beneficial learning experiences that provide individuals with opportunities for growth.	1C3b. Analyze why one achieved or did not achieve a goal.	NA	NA	NA
Subcategory 1C. Feelings				
1C. 1a. Individuals can experience a full range of emotions and can learn to recognize them and predict their normal course.	2A.3a. Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture.	- Demonstrate personal and social skills which enhance personal health and safety.	NA	- Understand the relationships among diet, health, and physical activities.
1C. 1b. Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health.	2A.3b. Analyze how one's behavior may affect others.	- Demonstrate ways to care for and show respect for self and others.	NA	- Apply decision-making process to dilemmas related to personal health.

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Standard 2: Relationships		Standard 2: A Safe and Healthy Environment		
Subcategory 2A. Communication Skills				
2A. Ia. Healthy communication skills help to maintain overall health.	2C.3a. Analyze ways to establish positive relationships with others.	- Demonstrate personal and social skills which enhance health/safety.	NA	NA
2A. Ib. Individuals can develop healthy communication skills through role modeling and authentic practice.	2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.	- Demonstrate ways to care for and show respect for self and others.	NA	NA
2A. Ic. Individuals' use of body language and tone of voice are important parts of communication.	2a.3b. Analyze how one's behavior may affect others.	- Analyze the possible causes of conflict among youth in schools and communities.	NA	NA
2A. Id. Individuals can learn healthy ways to express all emotions to promote health enhancing behaviors, support relationships and reduce conflicts.	2D.3b. Evaluate strategies for prevention and resolving interpersonal problems.	- Identify strategies to avoid or reduce threatening peer situations.	- Show respect to all players regardless of ability, acknowledging the accomplishments of the other players.	- Recognize the mental, social and emotional aspects of good health. - Apply decision-making to dilemmas related to personal health.
2A. Ie. Individuals can learn healthy/balanced approach to social media and technology; understand the impact on mental health.	3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	- Distinguish between valid and invalid health information, products and services.	NA	NA

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Standard 2: Relationships		Standard 2: A Safe and Healthy Environment		
Subcategory 2B. Empathy, Compassion, Acceptance				
2B. Ia. Demonstrating empathy, compassion and acceptance for others is an important aspect of healthy relationships. It benefits one's overall mental health as well as others.	3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	NA	NA	NA
2B. Ib. Respecting the experiences of others, accepting differences and establishing healthy boundaries are all part of balanced mental health.	2A.3a. Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture.	- Demonstrate ways to care for and show respect for self and others.	NA	NA
2B. Ic. Demonstrating empathy, compassion and acceptance can support others who are dealing with mental health issues and is important towards reducing stigma.	2B. 3a. Explain individual, social, and cultural differences that increase vulnerability to bullying and how to address it. 3A.3a. Evaluate how honesty, respect, fairness, and compassion consider needs of others in making decisions.	NA	NA	NA

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Standard 2: Relationships		Standard 2: A Safe and Healthy Environment		
Subcategory 2C. Gratitude, Forgiveness				
2C. 1a. Demonstrating gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, can benefit one's own health as well as the health of those around them.	NA	NA	NA	NA
Standard 3: Resource Management		Standard 3: Resource Management		
Subcategory 3A. What to ask for help for self and others				
3A. 1a. Individuals recognize that sharing feelings is a healthy action.	1B.3a. Analyze how personal strengths and areas in need of improvement influence choices and outcomes.	NA	NA	NA
3A. 1b. Individuals can describe the warning signs, risk factors, and protective factors for depression, anxiety, eating disorders, and suicide.	NA	- Explain how lifestyle, family history and other factors are related to the cause or prevention of diseases and other health problems.	NA	NA

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Standard 3: Resource Management		Standard 3: Resource Management		
Subcategory 3A. What to ask for help for self and others				
3A. Ic. Individuals understand how the above and other mental health concerns reflect unhealthy manifestations of otherwise “normal” mental functions, and that proven strategies exist for improving various mental functions.	NA	- Describe the interrelationship of social, emotional and physical health during adolescence.	NA	NA
3A. Id. Experiencing trauma can impact one's mental health but early recognition/intervention can have a positive impact on one's experiences.	NA	NA	NA	NA
Subcategory 3B. When to ask for help for self and others				
3B. Ia. Individuals acknowledge some issues cannot be managed independently, need support/assistance.	NA	NA	NA	- Understand the resources available to them, make informed decisions about the use of those resources.

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Standard 3: Resource Management		Standard 3: Resource Management		
Subcategory 3B. When to ask for help for self and others				
3B. 1b. Individuals understand that if symptoms of mental illness/challenges affect relationships, responsibilities, and recreation of self or others, individuals need to seek help.	1B.3b. Analyze how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school and in life.	NA	NA	- Understanding how the family can provide for the economic, physical and emotional needs of its members.
Subcategory 3C. Where to ask for help for self and other				
3C. 1a. Many trusted adults and community resources are available to help individuals with their mental health needs.	NA	- Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.	NA	- Understand how the family can provide for the economic, physical, and emotional needs of its members.
3C. 1b. Individuals identify helpful personal, family and community resources that can help self and others.	2D.3a. Evaluate strategies for preventing and resolving interpersonal problems.	- Demonstrate the ability to access community health services for prevention, illness and emergency care.	NA	- Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources.

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Standard 3: Resource Management		Standard 3: Resource Management		
Subcategory 3D. How to ask for help for self and others				
3D. Ia. Individuals analyze the influences of views on mental health and mental illness (self, family, peers, culture, society, media, etc.).	2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.	<ul style="list-style-type: none"> - Analyze the consequences of invalid information on the health of individuals, families, and communities. - Analyze cultural influences on health and the use of health services. - Analyze how media and technology influence of the selection of health information, products, and services. 	NA	NA
3D. Ib. Effective communication and self-advocacy skills are necessary in order to obtain appropriate mental health resources for self and others.	1B.3a. Analyze how personal strengths and areas in need of improvement influence choices and outcomes.	- Identify community agencies which advocate for healthy families and communities.	NA	- Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources.

Commencement (9-12)

Mental Health	SEL Benchmark	Health	Physical Education	FACS
Standard 1: Self-Management		Standard 1: Personal Health and Fitness		
Subcategory 1A. Self-care to promote mental health and overall well-being				
<p>1A. Ca. Individuals who are mentally and emotionally healthy use self-care to promote health and overall well-being (Dimensions of Health, SPIES Model).</p>	<p>1A.4b. Generate ways to develop more positive attitudes.</p> <p>1A.5b. Evaluate how expressing more positive attitudes influences others.</p> <p>2C.4a. Evaluate the effects of requesting support from and providing support to others.</p> <p>2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.</p>	<p>- Demonstrate the necessary knowledge and skills to promote healthy development into adulthood.</p>	<p>- Know the components of personal wellness (nutrition, weight control, disease prevention, stress management, safety and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness.</p>	<p>- Apply basic rules of health and safety to a variety of home and workplace situations.</p> <p>- Take reasoned action toward reaching personal health goals.</p>

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Standard 1: Self-Management		Standard 1: Personal Health and Fitness		
Subcategory 1A. Self-care to promote mental health and overall well-being				
1A. Cb. There are many factors that can influence an individual's mental health, including family, environment, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture, and community.	<p>1A.4a. Analyze how thoughts and emotions affect decision-making and responsible behavior.</p> <p>3A.4b. Evaluate how social norms and the expectations of different social groups, including dealing with the expectations of those in authority in various settings, influence personal decisions and actions.</p> <p>3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.</p>	- Evaluate how the multiple influences which affect health decisions and behaviors can be altered.	NA	NA
1A. Cc. Recognition of one's strengths and weaknesses is integral to maintaining and improving overall health.	3B.4a. Evaluate one's personal abilities to gather information, generate possible solutions, and anticipate the consequences of decisions.	- Identify the characteristics of social and emotional health which are critical to adulthood.	NA	- Apply decision-making process to health related situations.

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Standard 1: Self-Management		Standard 1: Personal Health and Fitness		
Subcategory 1A. Self-care to promote mental health and overall well-being				
1A. Cd. Individuals can take action (individually or with support) to positively impact their own mental health.	<p>1B.4a. Set priorities that build on strengths and identify areas for improvement.</p> <p>1B.4b. Analyze how positive adult role models and support systems contribute to personal achievement and growth in school and in life.</p> <p>1B.5a. Implement a plan to build on a personal strength, meet a personal need, or address personal challenge.</p>	- Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.	- Follow a program that relates to wellness, including weight control and stress management.	- Take reasoned action toward reaching personal health goals.
1A. Ce. Individuals can develop coping skills to work through challenging situations	<p>1A.5c. Demonstrate the ability to adjust one's behavior in response to changes in one's environment or to changes in one's goal(s).</p> <p>1C.4a. Identify strategies to make use of resources to overcome obstacles and achieve goals.</p>	- Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.	- Use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.	- Apply basic rules of health and safety to a variety of home and workplace situations.

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Standard 1: Self-Management		Standard 1: Personal Health and Fitness		
Subcategory 1A. Self-care to promote mental health and overall well-being				
1A. Cf. There are connections between mental illness or challenges, substance use and trauma experiences.	NA	NA	NA	NA
Subcategory 1B Resiliency				
1B. Ca. Individual self-esteem is developed over time and can be influenced by many internal and external factors.	2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.	- Evaluate how the multiple influences which affect health decisions and behaviors can be altered.	NA	NA
1B. Cb. Individuals can enhance their self-esteem by participating in activities that make them feel good about themselves or increase their confidence.	1B.5b. Implement a plan to build on a personal strength to meet a need, or address a challenge facing one's community. 1B.5c. Evaluate how developing interests and "giving back"/filling useful roles support school and life success.	- Evaluate a case study to determine strategies for health enhancement and risk reduction.	- Demonstrate a variety of skills and activities that can be enjoyed throughout adult life.	NA

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Standard 1: Self-Management		Standard 1: Personal Health and Fitness		
Subcategory 1B Resiliency				
1B. Cc. Individuals who are mentally healthy have positive self-esteem.	NA	NA	NA	NA
1B. Cd. Individuals can overcome difficult situations by using resiliency/skills to help improve one's mental health awareness.	<p>1C.4a. Identify strategies to make use of resources to overcome obstacles to achieve goals.</p> <p>1C.4b. Apply strategies to overcome obstacles to goal achievement.</p> <p>1B.5a. Implement a plan to build on a personal strength, meet a personal need, or address a personal challenge.</p>	- Demonstrate the necessary knowledge and skills to promote healthy development into adulthood.	NA	NA
1B. Ce. Failures and challenges may be beneficial learning experiences that provide individuals with opportunities for growth.	1A.5c. Demonstrate the ability to adjust one's behavior in response to changes in one's environment or to changes in one's goal(s).	NA	NA	NA

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Standard 1: Self-Management		Standard 1: Personal Health and Fitness		
Subcategory 1C. Feelings				
<p>1C. Ca. Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health.</p>	<p>1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.</p> <p>1A.5a. Evaluate how expressing one's emotions in different situations affects others.</p> <p>1A.5c. Demonstrate the ability to adjust one's behavior in response to changes in one's environment or to changes in one's goal(s).</p>	<p>- Demonstrate ways to care for and show respect for self and others.</p>	<p>NA</p>	<p>- Practice communication skills that foster positive interpersonal relationships and optimum health for all family members.</p>
Standard 2: Relationships		Standard 2: A Safe and Healthy Environment		
Subcategory 2A. Communication Skills				
<p>2A. Ca. Healthy communication skills help to maintain overall health.</p>	<p>2A.5a. Demonstrate how to express understanding of those who hold different opinions.</p> <p>2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.</p>	<p>- Evaluate personal and social skills which contribute to health and safety of self and others.</p>	<p>NA</p>	<p>- Identify ways to meet basic needs of all family members.</p>

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Standard 2: Relationships		Standard 2: A Safe and Healthy Environment		
Subcategory 2A. Communication Skills				
<p>2A. Cb. Individuals can learn healthy ways to express all emotions to promote health enhancing behaviors, support relationships and reduce conflicts.</p>	<p>2B. 5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</p> <p>2D.4a. Analyze how active listening, “I” statements and other communication strategies help to resolve conflict.</p> <p>2D.4b. Analyze how conflict-resolution skills contribute to work within a group.</p> <p>2D.5a. Evaluate the effects of using collaborative negotiation skills to reach win-win solutions.</p> <p>2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.</p>	<p>- Recognize how individual behavior affects the quality of the environment.</p>	<p>NA</p>	<p>- Practice communication skills that foster positive interpersonal relationships and optimum health for all family members.</p>

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Standard 2: Relationships		Standard 2: A Safe and Healthy Environment		
Subcategory 2A. Communication Skills				
2A. Cc. Individuals can learn healthy ways to use social media and technology; one must develop a balanced approach to their technology use which can impact mental health.	NA	- Use technology and the media to promote positive health messages.	NA	NA
2A. Cd. Individuals recognize the importance of silence in conversation. It can demonstrate listening & thoughtfulness.	2D.4a. Analyze how active listening, “I” statements and other communication strategies help to resolve conflicts.	NA	NA	NA
Subcategory 2B. Empathy, Compassion, Acceptance				
2B. Ca. Demonstrating empathy, compassion and acceptance for others is an important aspect of healthy relationships. It can benefit one’s overall mental health as well as the health of those around them.	2B.4b. Demonstrate respect for individuals from different social and cultural groups. 2A.5a. Demonstrate understanding of those who hold different opinions. 2A.5b. Demonstrate ways to express empathy for others.	- Demonstrate ways to care for and show respect for self and others.	NA	NA

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Standard 2: Relationships		Standard 2: A Safe and Healthy Environment		
Subcategory 2A. Communication Skills				
2B. Cb. Respecting the experiences of others, accepting differences and establishing healthy boundaries are all part of balanced mental health.	<p>2A.4a. Analyze similarities and differences between one’s own and other’s perspectives.</p> <p>2A.4b. Use communication skills to gain an understanding of others’ feelings and perspectives.</p> <p>2B.4b. Demonstrate respect for individuals from different social and cultural groups.</p>	- Analyze how cultural beliefs influence health behaviors and the use of health products and services.	NA	NA
2B. Cc. Demonstrating empathy, compassion and acceptance can support others who are dealing with mental health issues and is important towards reducing stigma.	2A.5b. Demonstrate ways to express empathy for others.	- Demonstrate advocacy skills in promoting individual, family and community health.	NA	- Understand the stages of child development and apply this knowledge to activities designed to enrich the physical, social, mental and emotional development of a young child.

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Standard 2: Relationships		Standard 2: A Safe and Healthy Environment		
Subcategory 2C. Gratitude, Forgiveness				
2C. Ca. Demonstrating gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, can benefit one's overall mental health as well as the health of those around them.	1B.5c. Evaluate how developing interests and "giving back"/filling useful roles support school and life success.	NA	NA	
Standard 3: Resource Management		Standard 3: Resource Management		
Subcategory 3A. What to ask for help for self and others				
3A. Ca. Individuals recognize that sharing feelings is a healthy action.	NA	NA	NA	NA
3A. Cb. Individuals can describe the warning signs, risk factors, and protective factors for depression, anxiety, psychosis, eating disorders and suicide.	NA	- Evaluate how the multiple influences which affect health decisions and behaviors can be altered.	NA	NA

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Standard 3: Resource Management		Standard 3: Resource Management		
Subcategory 3A. What to ask for help for self and others				
3A. Cc. Individuals understand how the above and other mental health concerns reflect unhealthy manifestations of otherwise “normal” mental functions, and that proven strategies exist for improving various mental functions.	NA	NA	NA	NA
3A. Cd. Recognition of a mental health issue is an initial step towards getting help for self and others.	NA	NA	NA	NA
3A. Ce. Experiencing trauma can impact one’s mental health but early recognition and intervention can have a positive impact on one’s experiences.	NA	NA	NA	NA

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Standard 3: Resource Management		Standard 3: Resource Management		
Subcategory 3B. When to ask for help or self and others				
3B. Ca. Individuals understand that if symptoms of mental illness/challenges affect relationships, responsibilities, and recreation of self or others, individuals need to seek help.	2C.4a. Evaluate the effects of requesting support from and providing support to others.	NA	NA	NA
Subcategory 3C. Where to ask for help for self and others				
3C. Ca. Many trusted adults and community resources are available to help individuals with their mental health needs.	NA	- Describe the ability to access community health services for self and others.	NA	NA
3C. Cb. Individuals identify helpful personal, family and community resources that can help self and others.	NA	- Identify local, state and federal agencies which provide health information and are regulating health products and services.	NA	NA

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Standard 3: Resource Management		Standard 3: Resource Management		
Subcategory 3D. How to ask for help for self and others				
3D. Ca. Individuals analyze the influences of views on mental health and mental illness (self, family, peers, culture, society, media, etc)	NA	- Analyze how cultural beliefs influence health behaviors and the use of health products and services.	NA	NA
3D. Cb. Effective communication and self-advocacy skills are necessary in order to obtain appropriate mental health resources for self and others.	NA	- Demonstrate advocacy skills in promoting individual, family and community health.	NA	NA
3D. Cc. Individuals evaluate valid mental health resources and identify best methods for accessing them.	NA	NA	NA	NA