

NYS Standards Crosswalk Using the Framework for Mental Health Education Instruction



Early Elementary (K-2)

<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.EE.a. Individuals understand the benefits of eating healthy foods, mindfulness, getting enough sleep, being active both physically and socially, as they relate to overall health and well-being.	NA	<ul style="list-style-type: none"> - Possess basic knowledge and skills which support positive health choices and behaviors. - Understand how behaviors such as food selection, exercise, and rest affect growth and development. - Recognize influences which affect health choices and behaviors. 	<ul style="list-style-type: none"> - Understand the effects of activity on the body, the risks associated with inactivity and the basic components of health-related fitness. - Understand the relationship between physical activity and individual well-being. 	<ul style="list-style-type: none"> - Understand the importance of nutritious food and how it contributes to good health, make simple nutritious food choices and assist with basic food preparation.

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Standard 1: Self-Management		Standard 1: Personal Health and Fitness		
Subcategory 1B. Resiliency				
1B.EEa. Individuals identify their own positive physical, social, and mental characteristics and those of others.	1b.1a. Describe one’s likes, dislikes, needs, wants, strengths, challenges and opinions.	<ul style="list-style-type: none"> - Practice and support others in making healthy choices. - Describe the physical, social and emotional indicators of healthy people. 	NA	- Recognize how a family contributes to personal health.
1B.EEb. Individuals set reasonable goals and develop strategies to work toward them and assess the outcomes of experiences to build resiliency.	<p>1C1a. Describe why learning is important in helping students achieve personal goals.</p> <p>1C1b. Identify goals for personal behavior progress, achievement, or success.</p>	<ul style="list-style-type: none"> - Identify common health problems and indicate how they can be prevented, detected and treated. - Set a personal health goal and track progress toward its achievement. 	- Demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component and establish personal goals to improve their fitness.	- Identify ways a family helps its members to maintain their health.

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Standard 1: Self-Management		Standard 1: Personal Health and Fitness		
Subcategory 1C. Feelings				
1C.EEa. Individuals identify different feelings and when one might experience these feelings how long the feelings are likely to last.	<p>1A.1a. Recognize and describe emotions and how they are linked to behavior.</p> <p>2A.1a. Recognize that others may experience situations differently from oneself.</p> <p>2B.1a. Describe the ways that people are similar and different.</p>	NA	NA	- Understand some basic requirements of nurturing people of all ages, and demonstrate appropriate ways to interact with them.
1C.EEb. Individuals identify appropriate ways to express and deal with feelings.	<p>1A.1b. Demonstrate control of impulsive behavior.</p> <p>2D.1b. Identify approaches to resolving conflicts constructively.</p>	- Identify ways to care for and show respect for self and others.	- Demonstrate responsible personal and social behavior while engaged in physical activities.	NA
1C.EEc. Failures and challenges may be beneficial learning experiences that help individuals learn and grow.	2D.1a. Identify problems and conflicts commonly experienced by peers.	NA	- Demonstrate self-control and the ability to cope with success and failure.	NA

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Standard 2: Relationships		Standard 2: A Safe and Healthy Environment		
Subcategory 2A. Communication Skills				
2A.EEa. Communication is the sharing of information and involves giving and receiving information, ideas, and opinions.	2A.1b. Use listening skills to identify the feelings and perspectives of others. 2C.1a. Identify ways to work and play well with others.	NA	- Work constructively with others to accomplish a variety of goals and tasks.	- Discuss how following safety rules help to protect people at home and in the school and community.
2A.EEb. Individuals can use body language and tone of voice as important parts of communication.	2C.1b. Demonstrate adaptability and appropriate social behavior at school.	- Recognize potentially dangerous situations and know how to avoid or reduce their risk.	- Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment.	NA
2A.EEc. Social connections to one or more close individuals are important to the promotion and maintenance of mental health.	3B.1b. Make positive choices when interacting with classmates. 2B.1b. Describe positive qualities in others.	- Identify ways to care for and show respect for self and others.	- Accept teammates regardless of ability and treat opponents with respect and courtesy.	NA

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Standard 2: Relationships		Standard 2: A Safe and Healthy Environment		
Subcategory 2B. Empathy, Compassion, Acceptance				
2B.EEa. Individuals understand the meaning of empathy, compassion and acceptance and how to express them appropriately.	2A.1a. Recognize that others may experience situations differently from oneself. 2A.1b. Use listening skills to identify the feelings and perspectives of others.	- Identify ways to care for and show respect for self and others.	- Accept teammates regardless of ability and treat opponents with respect and courtesy.	- Understand some basic requirements of nurturing people of various ages, and demonstrate appropriate ways to interact with them.
2B.EEb. Individuals identify characteristics of healthy family relationships.	1B.1b. Identify family, peer, school and community strengths and supports.	NA	NA	NA
2B.EEd. Individuals identify personal space and boundaries of others.	1B.1a. Describe one's likes dislikes, needs, wants, strengths/challenges, opinion.	- Demonstrate ways to avoid and reduce threatening situations.	- Demonstrate care, consideration and respect of self and others during physical activity.	NA
Subcategory 2C. Gratitude, Forgiveness				
2C.EEa. Individuals understand the meaning of gratitude and how to express it.	NA	NA	NA	NA
2C.EEb. Individuals understand the meaning of forgiveness and that, when warranted, forgiveness is a healthy part of moving forward after a negative experience.	NA	NA	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.EEa. Individuals recognize that sharing feelings is a healthy action.	2A.2a. Describe the expressed feelings and perspectives of others.	- Practice and support others in making healthy choices.	NA	- Identify ways a family helps its members maintain their health.
Subcategory 3B. When to ask for help for self and others				
3B.EEa. Individuals will be encouraged to recognize the difference between a situation that requires immediate attention and one that can wait.	3A.1b. Identify social norms and safety considerations that guide behavior.	- Recognize potentially dangerous situations and know how to avoid or reduce their risk. - Know how to access help when illness, injury, or emergency situations occur.	- Know and demonstrate practices necessary to insure safe conditions for physical activity.	- Know some conditions necessary for a safe and healthy home and school environment and recognize the various ways individuals contribute to that environment.
3B.EEb. Individuals will develop the ability to know when help is needed and when it is not needed to make a decision related to mental and emotional health.	3B.1a. Identify a range of decisions that students make at school and at home. 3A.1a. Explain why acts that hurt others are wrong.	- Identify characteristics of valid health information and health-promoting products and services and know where to locate them.	NA	- Demonstrate procedures for getting emergency assistance (e.g., calling a neighbor, 911, police).

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Standard 3: Resource Management		Standard 3: Resource Management		
Subcategory 3C. Where to ask for help for self and others				
3C.EEa. There are safe, trusted adults in school and at home to help individuals with their mental health needs.	1B.1b. Identify family, peer, school, and community strengths and supports.	- Describe how to access resources in the home, school and community to assist with health problems.	- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time.	- Understand the kinds of resources available in their community and make informed decisions related to their own use.
Subcategory 3D. How to ask for help for self and others				
3D.EEa. Individuals identify characteristics of a trusted adult in school and at home; this is the first step in accessing help.	3A.1b. Identify social norms and safety considerations that guide behavior.	- Identify characteristics of valid health information and health-promoting products and services and know where to locate them.	- Become discriminating consumers of fitness information, health-related fitness activities in their communities and fitness, and sports equipment.	- Identify family, school, and community members who can assist with personal decisions.
3D.EEb. Individuals identify trusted adults with whom they can share feelings.	NA	-Know how to access help when illness, injury, or emergency situations occur.	NA	NA

Late Elementary (3-5)

<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.LEa. Individuals begin to assume responsibility of self-care behaviors (rest, relax, mindfulness, hygiene, exercise, food, friend choices and creative activities) to maintain and/or improve overall health and well-being.	<p>1A. 2a. Describe a range of emotions and the situations that cause them.</p> <p>1A. 2b. Describe and demonstrate ways to express emotions in a constructive manner.</p> <p>1A.2c. Demonstrate control of behaviors that interfere with time on task.</p>	<ul style="list-style-type: none"> - Possess basic knowledge and skills which support positive health choices and behaviors. - Understand how behaviors such as food selection, exercise, and rest affects growth and development. 	<ul style="list-style-type: none"> - Understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness(cardiovascular, muscle strength, muscle endurance, flexibility, and body composition). 	<ul style="list-style-type: none"> - Understand the importance of nutritious food and how it contributes to good health, make simple nutritious food choices, and assist with basic food preparation.
1A.LEb. Individuals identify characteristics of a mentally and emotionally healthy person and explain what it means to be mentally or emotionally healthy.	<p>2A.2a. Identify verbal, physical and situational cues that indicate how others may feel.</p> <p>2A.2b. Describe the expressed feelings and perspectives of others.</p>	<ul style="list-style-type: none"> - Describe the physical, social & emotional aspects of healthy people. - Demonstrate the use of interpersonal communication skills to enhance health. -Identify responsible health behaviors and demonstrate strategies to improve or maintain personal health. 	<ul style="list-style-type: none"> - Understand the relationship between physical activity and individual well-being. 	NA

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Standard 1: Self Management		Standard 1: Personal Health and Fitness		
Subcategory 1B. Resiliency				
1B. LEa. Self-esteem is the opinion a person has of him/herself and can change over time.	1B.2a. Describe personal strengths/skills and interests that one wants to develop.	NA	NA	NA
1B. LEb. Individuals' self-esteem can be influenced by many internal and external factors.	1B.2b. Explain how family members, peers, school personnel and community members can support responsible behavior and school success. 3A.2b. Demonstrate knowledge of how social norms affect decision-making and behavior.	- Recognize influences which affect health choices and behaviors.	- Understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness.	- Identify ways a family helps its members maintain their health.
1B. LEc. Failures, difficulties and non-successes often provide individuals with learning experiences.	3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	NA	- Demonstrate self-control and the ability to cope with success and failure.	NA

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Standard 1: Self Management		Standard 1: Personal Health and Fitness		
Subcategory 1C. Feelings				
<p>1C.Lea. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last.</p>	<p>2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>2A.2b. Describe the expressed feelings and perspectives of others.</p>	<p>- Know some personal and social skills which contribute to individual safety.</p>	<p>NA</p>	<p>- Understand some basic requirements of nurturing people of various ages, and demonstrate appropriate ways to interact with them.</p>
<p>1C. LEb. Individuals describe the relationship between feelings and behavior; 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.2a. Describe a range of emotions and the situations that cause them.</p> <p>1A.2c. Demonstrate control of behaviors that interfere with time on task.</p> <p>2D.2b. Apply constructive approaches in resolving conflicts.</p>	<p>- Recognize characteristics of the environment that contribute to health.</p>	<p>- Demonstrate responsible personal and social behavior while engaged in physical activities.</p>	<p>- Know some conditions necessary for a safe and healthy home and school environment and recognize the various ways individuals contribute to that environment.</p>

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Standard 2: Relationships		Standard 2: A Safe and Healthy Environment		
Subcategory 2A. Communication Skills				
2A.LEa. Communication is expressed verbally and non-verbally.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.	- Know some personal and social skills which contribute to individual safety.	- Accept teammates regardless of ability and treat opponents with respect and courtesy.	NA
2A.LEb. Individuals' body language and tone of voice can influence the words being spoken.	2C.2b. Analyze ways to work effectively in groups.	NA	NA	NA
2A.LEc. Individuals demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.	1B.2a. Describe personal strengths/skills and interests that one wants to develop. 2D.2a. Describe the causes and consequences of conflicts.	- Identify ways to care for and show respect for self and others.	NA	- Describe aspects of a nurturing and safe environment for self and others.
2A. LEd. Social connections to one or more close individuals are important to the promotion and maintenance of mental health.	2C.2a. Describe approaches for making and keeping friends.	NA	NA	- Describe aspects of a nurturing and safe environment for self and others.

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Standard 2: Relationships		Standard 2: A Safe and Healthy Environment		
Subcategory 2B. Empathy, Compassion, Acceptance				
2B. LEa. Empathy, compassion, and acceptance of differences are essential components of healthy relationships.	2B.1a. Identify differences among, and contributions of various social and cultural groups. 2B.2b. Demonstrate how to interact positively with those who are different from oneself.	- Identify ways to care and show respect for self and others.	- Modify a game so that individuals with less ability may participate more. - Accept teammates regardless of ability and treat opponents with respect and courtesy.	NA
2B. LEb. Individuals explain the importance of respecting personal space and the boundaries of others.	3A.2a. Demonstrate the ability to respect the rights of self and others. 2D.2b. Apply constructive approaches in resolving conflicts.	- Know some personal and social skills which contribute to individual safety.	- Demonstrate care, consideration, and respect of self and others during physical activity.	- Describe aspects of a nurturing and safe environment for self and others.
2C. Gratitude, Forgiveness				
2C. LEa. Gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, are relationship building skills that individuals can learn/foster and may provide benefit for one's mental health.	3B.2b. Generate alternative solutions and evaluate consequences for academic and social situations. 2D.2a. Describe causes and consequences of conflicts.	NA	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.LEa. Individuals recognize that sharing feelings is a healthy action.	1A.2b. Describe and demonstrate ways to express emotions in a constructive manner.	NA	NA	NA
Subcategory 3B. When to ask for help for self and others				
3B. LEa. Individuals will recognize the difference between a situation that requires immediate attention and one that can wait.	3b.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	- Identify characteristics of valid health information and health-promoting products and services and know where to locate them.	NA	- Use the decision-making process to make informed decisions related to their own use.
3B. LEb. Individuals can decide when help is needed and when it is not needed to make a decision related to mental and emotional health.	3B.2a. Identify and apply the steps of systematic decision making. 2D.2b. Apply constructive approaches in resolving conflicts.	- Know how to access help when illness, injury, or emergency situations occur.	- Demonstrate the ability to apply the decision making process to physical activity.	- Identify family, school, and community members who can assist with personal decisions.

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Standard 3: Resource Management		Standard 3: Resource Management		
Subcategory 3C. Where to ask for help for self and others				
3C. LEa. There are safe, trusted adults in school and at home, as well as within the community, to help individuals with their mental health needs.	1B.2b. Explain how family members, peers, school personnel, and community members can support responsible behavior and school success.	- Describe how to access resources in the home, school and community to assist with health problems.	- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time.	- Identify family, school, and community members who can assist with personal decisions.
Subcategory 3D. How to ask for help for self and others				
3D. LEa. Individuals identify characteristics of a trusted adult in school, at home, and in the community; this is the first step in accessing help.	3C.2a. Identify and perform roles that contribute to the school community.	- Identify characteristics of valid health information and health-promoting products and services and know where to locate them.	NA	- Identify family, school, and community members who can assist with personal decisions.
3D. LEb. Individuals identify trusted adults with whom they can share feelings.	3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.	NA	NA	- Identify family, school, and community members who can assist with personal decisions.