



ALIGNMENT CHART

Colorado Comprehensive Health Standard 3

- **Second Step® Early Learning**
- **Second Step® Elementary Digital Program**
- **Second Step® Middle School Digital Program**

About Second Step® Programs

Second Step Early Learning and the Second Step Elementary and Second Step Middle School digital programs are research-based classroom programs designed to promote social-emotional competence, which can help increase students' school success and decrease problem behaviors.^{1,2} The programs help students learn how to cope with challenges, create positive relationships, and succeed both socially and academically. Skills are reviewed and expanded each year, gradually becoming more complex as students get older. Weekly Themes and lessons provide tools for students to develop the mindsets, knowledge, and skills to handle strong emotions, show kindness and empathy, build and strengthen friendships, make and follow through on good decisions, and solve problems with their peers.

How the Programs Meet Colorado Health Standard 3

The following tables indicate which specific Second Step grade-band lessons and related materials can help students develop the knowledge, skills and attitudes needed to meet Colorado Comprehensive Health Standard 3. Boxes are checked to indicate that the Second Step digital programs meet a given state standard within the identified grade or grade-band (for instance, Grades K–5) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the standard through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the standards.

1 Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

2 Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>



Early Learning

Colorado Comprehensive Health Standard 3

Second Step® Early Learning

	Key Skills and Concepts																											
	Skills for Learning						Empathy						Emotion Management					Problem-Solving			Friendship Skills				Executive-Function Skills			
	Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understand their own and others' feelings	Build a vocabulary of feelings words	Begin to take others' perspectives	Listen to others	Have empathy	Express compassion	Understand strong feelings	Recognize strong feelings	Calm strong feelings down	Use the Calming-Down Steps	Communication and language skills	Calm down before solving problems	Describe the problem	Think of multiple solutions to a problem	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting their way	Flexible attention	Working memory	Inhibitory control
Standards																												
CH.P.3.4.1-a Communicate with familiar adults and accept or request guidance	✓	✓		✓				✓										✓		✓	✓							
CH.P.3.4.1-b Cooperate with others	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CH.P.3.4.1-c Develop friendships with peers				✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
CH.P.3.4.1-d Establish secure relationships with adults				✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
CH.P.3.4.1-e Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CH.P.3.4.1-f Resolve conflict with peers alone and/or with adult intervention as appropriate	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓
CH.P.3.4.1-g Recognize and label others' emotions	✓	✓						✓	✓	✓	✓	✓	✓					✓					✓					
CH.P.3.4.1-h Express empathy and sympathy to peers	✓	✓						✓	✓	✓	✓	✓	✓					✓					✓					
CH.P.3.4.1-i Recognize how actions affect others and accept consequences of one's action													✓	✓	✓	✓	✓	✓	✓	✓								✓
CH.P.3.4.2-a Identify personal characteristics, preferences, thoughts, and feelings				✓				✓	✓					✓	✓	✓	✓	✓					✓					
CH.P.3.4.2-b Demonstrate age-appropriate independence in a range of activities, routines, and tasks	✓	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CH.P.3.4.2-c Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks																									✓	✓	✓	✓
CH.P.3.4.2-d Demonstrate age-appropriate independence in decision-making regarding activities and materials	✓	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CH.P.3.4.3-a Recognize and label emotions								✓	✓					✓	✓				✓									
CH.P.3.4.3-b Handle impulses and behavior with minimal direction	✓	✓	✓		✓	✓	✓	✓	✓					✓	✓	✓	✓	✓				✓	✓	✓	✓			✓
CH.P.3.4.3-c Follow simple rules, routines, and directions	✓	✓	✓	✓	✓	✓	✓																		✓	✓	✓	✓
CH.P.3.4.3-d Shift attention between tasks and move through transitions with minimal direction from adults	✓	✓	✓	✓	✓	✓	✓																		✓	✓	✓	✓
CH.P.3.4.3-e Attend to free play activities for longer periods of time	✓		✓			✓	✓															✓	✓	✓	✓	✓	✓	✓
CH.P.3.4.4-a Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear			✓	✓				✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓
CH.P.3.4.4-b Refrain from disruptive behavior, such as aggressive, angry, or defiant behaviors			✓	✓				✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓
CH.P.3.4.4-c Adapt to new environments with appropriate emotions and behaviors	✓	✓	✓	✓	✓			✓	✓	✓	✓			✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓



Kindergarten

Colorado Comprehensive Health Standard 3

Second Step® Elementary Digital Program

Standard	Key Skills and Concepts															
	Brain Builders (Executive-Function Skills)			Growth Mindset & Goal-Setting				Emotion Management			Empathy & Kindness			Problem-Solving		
	Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps them learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, and sharing as solutions to problems
CH.K.3.4.1-a Demonstrate ways to show respect, consideration, and care for others, such as saying please, thank you, and I'm sorry	✓	✓	✓								✓	✓	✓			✓
CH.K.3.4.1-b Identify a variety of emotions	✓			✓				✓							✓	
CH.K.3.4.1-c Recognize that feelings influence actions			✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CH.K.3.4.1-d . Identify and demonstrate appropriate ways to express emotions and cope with strong feelings								✓	✓	✓			✓	✓	✓	✓
CH.K.3.4.2-a Demonstrate effective listening skills	✓	✓	✓	✓							✓		✓			
CH.K.3.4.2-b Demonstrate effective verbal and nonverbal communication skills	✓	✓	✓	✓							✓		✓			✓
CH.K.3.4.2-c Demonstrate sharing with peers			✓			✓										✓
CH.K.3.4.2-d Demonstrate strategies to cooperate with others									✓		✓	✓	✓	✓	✓	✓



Grade 1

Colorado Comprehensive Health Standard 3

Second Step® Elementary Digital Program

Standard	Key Skills and Concepts															
	Brain Builders (Executive-Function Skills)			Growth Mindset & Goal-Setting				Emotion Management			Empathy & Kindness			Problem-Solving		
	Attention	Working memory	Inhibitory control	Focus attention	Ignore distractions	Improve skills with practice and effort	Use growth mindset language	Identify feelings from contextual and behavioral cues	Infer a likely emotion that would arise from a particular situation	Apply emotion-management strategies of slow counting and asking an adult for help	Identify how someone else might feel when shown or not shown kindness	Apply ways to be kind in response to scenarios	Recognize that some kind acts are better than others in certain situations	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Demonstrate how to recognize accidents and make amends
CH.1.3.4.1-a Explain possible causes for a variety of emotions								✓								
CH.1.3.4.1-b Identify appropriate ways to express emotions and cope with strong feelings			✓				✓	✓	✓	✓	✓	✓	✓			
CH.1.3.4.1-c Demonstrate effective listening skills and verbal and nonverbal communication skills	✓	✓	✓	✓	✓						✓			✓	✓	
CH.1.3.4.1-d Describe and practice situations that require polite and empathetic responses such as please, thank you, and I'm sorry											✓	✓				✓
CH.1.3.4.1-e Demonstrate strategies to resolve conflicts, such as sharing, collaboration, and appropriately advocating for personal needs	✓		✓	✓				✓								✓
CH.1.3.4.2-a Identify trusted adults at home and at school										✓						
CH.1.3.4.2-b Identify trusted adults who promote health such as health care providers																
CH.1.3.4.2-c Demonstrate the ability to talk about feelings with parents and other trusted adults				✓				✓	✓	✓				✓	✓	
CH.1.3.4.2-d Demonstrate the ability to ask for help from a parent and/or trusted adults						✓	✓							✓	✓	✓



Grade 2

Colorado Comprehensive Health Standard 3

Second Step® Elementary Digital Program

Standard	Key Skills and Concepts																	
	Brain Builders (Executive-Function Skills)			Growth Mindset & Goal-Setting				Emotion Management			Empathy & Kindness			Problem-Solving				
	Attention	Working memory	Inhibitory control	Use growth mindset language	Replace unhelpful thoughts with helpful thoughts	Persevere through challenges while recognizing that mistakes are part of learning	Recognize that skills improve with practice, effort, and asking for help	Identify complex feelings from contextual and behavioral cues	Recognize that people can feel differently about the same situation	Apply using helpful thoughts as an emotion-management strategy	Define empathy	Recognize how empathy helps them identify when and how to show others kindness	Apply empathy and perform kind acts for others	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Generate their own solutions to a given problem	Recognize that some solutions work better than others in a given situation	Apply ways to make amends
CH.2.3.4.1-a Identify the characteristics of someone who has personal qualities that are important to you				✓				✓	✓	✓	✓			✓				
CH.2.3.4.1-b Identify the personal traits that best represent who you are and why they are important					✓	✓		✓	✓			✓	✓	✓				
CH.2.3.4.1-c Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others				✓	✓	✓	✓	✓	✓		✓	✓	✓		✓		✓	
CH.2.3.4.1-d Express intentions to treat self with care and respect											✓	✓						
CH.2.3.4.2-a Summarize the importance of respecting the personal space and boundaries of others								✓	✓		✓	✓	✓			✓		
CH.2.3.4.2-b Discuss the importance of thinking about the effects of one's actions on other people								✓	✓	✓	✓	✓	✓		✓	✓	✓	
CH.2.3.4.2-c Describe how you will use prosocial behaviors such as cooperation, being sensitive to the feelings of others, helping others, and being respectful of others				✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CH.2.3.4.2-d Describe the benefits of a friendship								✓	✓		✓	✓	✓					
CH.2.3.4.2-e Describe how to make and maintain friendships								✓	✓		✓	✓	✓				✓	✓



Grade 3

Colorado Comprehensive Health Standard 3

Second Step® Elementary Digital Program

Standard	Key Skills and Concepts																	
	Brain Builders (Executive-Function Skills)				Growth Mindset & Goal-Setting			Emotion Management			Empathy & Kindness			Problem-Solving				
	Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Improve skills with practice, effort, help from others, and trying a new way	Make an effective plan for how to get better at a skill	Describe the role and purpose of emotions	Identify and label similar emotions with different intensity levels	Recognize taking a break as an emotion-management strategy	Identify how kindness helps them make friends and strengthen relationships	Recognize that different people may prefer to be shown kindness in different ways	Demonstrate kind acts that recognize that people like to receive kindness in different ways	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Restate the wants and needs of each person in a problem situation	Generate their own solutions to a problem	Pick the best solution
CH.3.3.4.1-a Identify the characteristics of someone who has self-respect and positive self-esteem					✓		✓											
CH.3.3.4.1-b Acknowledge the value of personal and others' talents and strengths					✓						✓							
CH.3.3.4.1-c Summarize the importance of respecting the personal space and boundaries of others												✓	✓					
CH.3.3.4.1-d Discuss the importance of treating others the way you would like to be treated								✓	✓	✓	✓				✓	✓		
CH.3.3.4.1-e Give examples of skills that develop and maintain healthy relationships as well as strong friendships	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CH.3.3.4.2-a Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way	✓	✓	✓	✓				✓	✓	✓	✓	✓			✓	✓	✓	✓
CH.3.3.4.2-b Describe positive ways to show care, consideration, and concern for others								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CH.3.3.4.2-c Identify how to show respect for individual differences								✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
CH.3.3.4.2-d Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively											✓	✓	✓		✓	✓	✓	✓
CH.3.3.4.2-e Identify potential conflicts that arise within relationships and strategies to resolve those conflicts								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Grade 4

Colorado Comprehensive Health Standard 3

Second Step® Elementary Digital Program

Standard	Key Skills and Concepts																		
	Brain Builders (Executive-Function Skills)				Growth Mindset & Goal-Setting			Emotion Management			Empathy & Kindness			Problem-Solving					
	Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal	Recognize that strong emotions make it hard to think clearly	Recognize that managing emotions is necessary to make good decisions	Apply reappraisal as an emotion-management strategy	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to help empathize with others	Recognize that another person's point of view can change one's own thoughts or actions	Manage strong emotions to feel calm before solving problems	Demonstrate speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone
CH.4.3.4.1-a Discuss factors that support healthy relationships with friends and family								✓			✓	✓	✓			✓	✓	✓	✓
CH.4.3.4.1-b Discuss how culture and tradition influence personal and family structures											✓	✓	✓						
CH.4.3.4.1-c Describe different kinds of families, and discuss how families can provide emotional support and set boundaries and limits																			
CH.4.3.4.1-d Identify the positive ways that peers and family members show support, care, and appreciation for one another								✓			✓	✓	✓						
CH.4.3.4.1-e Identify problem-solving strategies to support healthy relationships							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CH.4.3.4.1-f Describe the importance of having and identifying a parent or trusted adult as a support																			
CH.4.3.4.2-a Identify personal stressors at home, with friends, in school, and in the community							✓												
CH.4.3.4.2-b List physical and emotional reactions to stressful situations		✓					✓			✓		✓							
CH.4.3.4.2-c Identify positive and negative ways of dealing with stress							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CH.4.3.4.2-d Identify when you should seek help from a trusted adult in dealing with stress															✓	✓	✓	✓	✓



Grade 5

Colorado Comprehensive Health Standard 3

Second Step® Elementary Digital Program

	Key Skills and Concepts																		
	Brain Builders (Executive-Function Skills)				Growth Mindset & Goal-Setting				Emotion Management			Empathy & Kindness		Problem-Solving					
	Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify a personal goal and make a plan to reach the goal	Monitor progress and identify roadblocks	Modify a plan to move or work around roadblocks	Reflect to inform future goals	Recognize the unique things that cause them to experience strong emotions	Identify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that cause strong emotions	Identify and analyze how individuals use empathy to make their community better	Use empathy and perspective-taking to identify a problem and a potential solution within their community	Manage strong emotions to feel calm before solving problems	State the problem without blaming and from the perspectives of all people involved	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem
CH.5.3.4.1-a Describe how feelings and emotions are portrayed in the media								✓	✓	✓	✓	✓							
CH.5.3.4.1-b Identify how society, media, and the use of modern technology can influence mental and emotional health								✓											
CH.5.3.4.1-c Explain how families and peers can influence mental and emotional health								✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
CH.5.3.4.1-d Identify ways to counteract negative influences that impact mental and emotional health					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CH.5.3.4.1-e Identify when it is appropriate to seek help and support during times of strong emotions and feelings								✓	✓	✓			✓	✓	✓	✓	✓	✓	✓



Grade 6

Colorado Comprehensive Health Standard 3

Second Step® Middle School Digital Program

Key Skills and Concepts														
Mindsets & Goals				Recognizing Bullying & Harassment				Thoughts, Emotions & Decisions			Managing Relationships & Social Conflict			
Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set and create plans to achieve personal goals	Monitor progress toward goals	Recognize common types of bullying	Understand the negative impacts of bullying	Determine the best upstander strategy for a situation	Apply responsible decision-making to be an upstander	Assess when and why one feels a strong emotion	Understand how emotions influence decision-making in positive and negative ways	Apply emotion-management strategies across different contexts	Recognize the difference between minor and major social conflicts	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends after a social conflict
Standards														
CH.6.3.4.1-a Explain the interrelationship of mental, emotional, and social health					✓			✓	✓					
CH.6.3.4.1-b Analyze the relationship between thoughts, emotions, feelings, and behavior								✓	✓	✓				
CH.6.3.4.1-c Identify healthy ways to express needs, wants, and feelings								✓	✓	✓			✓	✓
CH.6.3.4.1-d Explain the causes, symptoms, and effects of stress, anxiety, sadness, and depression					✓			✓						
CH.6.3.4.1-e Identify when someone should seek help for sadness, hopelessness, and depression									✓	✓				
CH.6.3.4.1-f Identify emotions and feelings associated with loss and grief														
CH.6.3.4.1-g Explain how modern technology can have a positive and negative impact on mental and emotional health				✓	✓						✓			
CH.6.3.4.2-a Demonstrate refusal and negotiation skills that avoid or reduce health risks							✓		✓	✓			✓	
CH.6.3.4.2-b Demonstrate effective conflict management or resolution strategies						✓	✓				✓	✓	✓	✓
CH.6.3.4.2-c Demonstrate how to ask for assistance to enhance the health of self and others						✓	✓				✓		✓	✓
CH.6.3.4.2-d Identify ways to advocate for self and others to enhance health and safety		✓	✓			✓	✓				✓		✓	✓



Grade 7

Colorado Comprehensive Health Standard 3

Second Step® Middle School Digital Program

Key Skills and Concepts												
Mindsets & Goals			Recognizing Bullying & Harassment				Thoughts, Emotions & Decisions			Managing Relationships & Social Conflict		
Recognize that social challenges are common and get better in time	Understand that trying new things can help the brain grow and change	Identify roadblocks to goals and use If-Then Plans to respond to them	Recognize types of harassment and understand how they differ from bullying	Understand the impact of harassment on individuals and the school community	Understand students' rights to be protected from harassment	Understand students' responsibilities to create a harassment-free school environment	Identify the underlying emotions that influence unhelpful thoughts	Apply emotion-management strategies across contexts	Reframe unhelpful thoughts	Identify the actions that contribute to an escalating conflict	Apply the four-step conflict resolution process	Take responsibility and make amends
Standards												
CH.7.3.4.1-a Demonstrate the ability to engage in active listening										✓	✓	✓
CH.7.3.4.1-b Demonstrate negotiation skills to support the healthy expression of personal needs			✓					✓			✓	✓
CH.7.3.4.1-c Demonstrate the ability to state personal needs and articulate limits			✓		✓	✓		✓	✓			
CH.7.3.4.1-d Practice verbal and nonverbal ways to ask for help from a parent, trusted adults, or friends			✓		✓	✓		✓		✓	✓	
CH.7.3.4.1-e Advocate for self and others to increase the safety of school community				✓	✓	✓		✓		✓	✓	✓
CH.7.3.4.1-f Identify a variety of verbal and nonverbal communication styles and how to respond effectively						✓		✓			✓	✓
CH.7.3.4.2-a Compare and contrast positive and negative ways of dealing with stress	✓	✓	✓					✓	✓	✓	✓	
CH.7.3.4.2-b Define stress							✓					
CH.7.3.4.2-c Identify personal stressors	✓	✓	✓				✓		✓	✓	✓	
CH.7.3.4.2-d Explain the body's physical and psychological responses to stressful situations	✓	✓		✓								
CH.7.3.4.2-e Develop healthy strategies to deal with stressors	✓	✓	✓			✓		✓	✓		✓	✓
CH.7.3.4.2-f Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to prevent, manage, and/or reduce stress			✓					✓	✓			



Grade 8

Colorado Comprehensive Health Standard 3

Second Step® Middle School Digital Program

	Key Skills and Concepts													
	Mindsets & Goals				Recognizing Bullying & Harassment				Thoughts, Emotions & Decisions			Managing Relationships & Social Conflict		
	Follow norms when discussing sensitive topics	Identify important aspects of their identity, including interests	Apply personal strengths to develop an interest	Anticipate roadblocks to success and plan strategies to overcome them	Recognize bullying and harassment	Recognize that social and environmental factors contribute to bullying and harassment	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Recognize the signs of stress and anxiety	Recognize that some stress can be positive	Apply stress-management strategies to cope	Recognize the signs of healthy and unhealthy relationships	Treat others with respect despite differing values and opinions	Apply conflict-management strategies when values and perspectives differ
Standards														
CH.8.3.4.1-a Explain why getting help for mental and emotional health problems is appropriate and sometimes necessary								✓	✓	✓	✓			
CH.8.3.4.1-b Understand that stereotypes exist about mental and emotional problems, and those stereotypes can influence a person's desire to seek help														
CH.8.3.4.1-c Explain when it is necessary and how to seek help for mental and emotional health problems such as depression, anxiety, self-harm and suicidal ideations, and mood, eating, and sleep disorders										✓				
CH.8.3.4.1-d Determine valid and reliable mental and emotional health resources										✓				
CH.8.3.4.2-a Analyze how culture, media, and others influence personal feelings and behaviors						✓	✓					✓		
CH.8.3.4.2-b Describe how personal and family values and feelings influence choices		✓										✓	✓	
CH.8.3.4.2-c Describe strategies to minimize negative influences on mental and emotional health							✓	✓	✓	✓	✓			
CH.8.3.4.2-d Analyze internal factors that contribute to mental and emotional health				✓				✓	✓	✓	✓		✓	
CH.8.3.4.2-e Identify the factors that could negatively influence a person's well-being with regard to depression, suicide, and/or self-harm					✓		✓	✓			✓		✓	
CH.8.3.4.2-f Identify internal and external influences on one's body image					✓	✓	✓	✓						
CH.8.3.4.2-g Describe the signs, symptoms, and consequences of common eating disorders														
CH.7.3.4.2-f Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to prevent, manage, and/or reduce stress				✓				✓	✓	✓				