



School Based Community Care Health Standards Crosswalk

When staff meet community care needs, school health standards are often reinforced.

There are many needs that appear in school buildings which impact a student's access to their education. Some needs, like individualized care for chronic conditions, are provided and monitored through clearly scoped roles, such as with school nurses. However, the lives of students are complex, interconnected, and often do not fall within clearly defined parameters. These needs can include housing/food insecurity, health and mental health concerns, a lack of emotional connection, and more.

While community care is not a replacement for instructional time, students continue to learn beyond the classroom. By responding to these complexities, health standards can be reinforced. Often, this benefits the students who are most likely to be missing instructional time and can then greatly benefit from reinforcement. Consider the needs your students show up with every day. Who in your staff meets these needs? How does it intersect with existing supports? If doing a needs assessment, you can look at this parallel to what staff are already doing.

The broad categories of community care include:

- **Service Referrals:** Making connections or referring students and families to direct services which relate to health, mental health, and/or basic needs. This is often guiding families to clinicians outside of the school.
- **Delivering Resources:** Delivering resources to students and families which relate to health, mental health, and/or basic needs. These can be informational handouts, but more often include things like backpacks, snacks, coats, or other supplies that the school has directly sourced.
- **Connecting Partnerships:** Connecting and forming outside partnerships into school communities (I.E.: CBOs, CCOs, local systems of care). These partners often deliver presentations/lead activities which educate school communities on health and wellness. Partnerships can lead to service referrals or delivered resources, but as those effects on standards are captured elsewhere, the focus of this category is on education/general involvement.
- **Emotional Support:** Providing emotional and/or crisis support to students and families. This can be through structured check-ins but is not the same as something like therapy, which would be a service referral.
- **Meeting Families:** By meeting families in spaces they feel comfortable (often schools and/or homes), school staff can connect with students in meaningful ways which can result in health standard reinforcement.

Service Referrals	Delivering Resources	Connecting Partnerships	Emotional Support	Meeting Families	Grade Level	Health Standard Code	Reinforced Standard
●	□	●	□	□	Kindergarten	K.WHP.2	Identify illnesses that are easily transmitted and illnesses that are not.
●	□	●	□	□	Kindergarten	K.WHP.3	Understand steps to protect eyes, teeth, skin, and ears.
●	●	●	●	●	Kindergarten	K.WHP.5	Identify different types of healthcare workers who help people feel better.
●	●	●	●	●	Kindergarten	K.SFA.2	Understand how to identify trusted adults that can help keep people safe at home, at school, and in the community.
●	●	□	●	●	Kindergarten	K.SFA.3	Practice how to ask trusted adults for help when feeling uncomfortable, scared, confused, or unsafe.
□	□	●	●	●	Kindergarten	K.SFA.4	Explain safety rules for home, school, and the community, including firearm safety rules.
●	□	□	●	●	Kindergarten	K.SFA.5	Identify when it is ok to share and not ok to share personal information, such as individual names, parent's or caregiver's names, phone numbers, and addresses.
●	□	●	□	□	Kindergarten	K.SUB.1	Discuss how to use medicines correctly.
□	●	●	□	□	Kindergarten	K.FNP.1	Understand that food comes from plants and animals and provides energy to help people grow, develop, and learn.

Service Referrals	Delivering Resources	Connecting Partnerships	Emotional Support	Meeting Families	Grade Level	Health Standard Code	Reinforced Standard
☐	●	●	☐	☐	Kindergarten	K.FNP.2	Understand the importance of eating a variety of foods and trying new foods and activities.
☐	●	●	☐	☐	Kindergarten	K.FNP.4	Analyze how people eat and prepare foods differently based on culture, personal preference, and availability.
☐	●	●	☐	☐	Kindergarten	K.FNP.6	Understand that not all people can eat all kinds of food.
●	☐	●	●	☐	Kindergarten	K.SEM.2	Identify how mental health is a part of overall health and well-being.
●	☐	☐	●	●	Kindergarten	K.SEM.3	Identify a trusted parent, caregiver, or adult to talk with about feelings.
●	●	●	●	●	Kindergarten	K.SEM.4	Identify ways to appreciate and take care of body and mind.
●	☐	☐	●	●	Kindergarten	K.HRVP.1	Define what a relationship is and identify different kinds of relationships.
●	●	☐	●	●	Kindergarten	K.HRVP.6	Describe the characteristics of a trusted adult.
●	☐	☐	●	●	Kindergarten	K.GD.1	Discuss different types of family structures and why all families deserve respect.
●	●	●	●	☐	First Grade	1.WHP.1	Recognize at least three dimensions (physical, social, emotional, mental, and/or environmental) of being healthy and well.

Service Referrals	Delivering Resources	Connecting Partnerships	Emotional Support	Meeting Families	Grade Level	Health Standard Code	Reinforced Standard
●	●	●	☐	☐	First Grade	1.WHP.2	Explain what people can do to reduce and treat illness.
●	●	●	☐	☐	First Grade	1.WHP.3	Describe at least three things to do to maintain good health, including brushing teeth daily.
●	●	☐	●	●	First Grade	1.WHP.4	Identify where to locate trusted adults who can help with health related questions.
●	☐	●	●	●	First Grade	1.SFA.2	List the steps to identify and respond to emergency situations.
☐	☐	●	●	●	First Grade	1.SFA.3	Identify safety hazards, including those related to fire, water, and dangerous objects.
●	☐	●	●	●	First Grade	1.SFA.4	Recognize that it is important to stay away from potentially unsafe body fluids and objects, including needles and syringes.
●	●	●	☐	☐	First Grade	1.SUB.1	Identify trusted adults who can answer questions about medicines and household products.
●	●	●	☐	☐	First Grade	1.FNP.1	Identify the five food groups and what a balanced meal could look like
●	●	●	☐	☐	First Grade	1.FNP.2	Identify the connection between eating nutrient dense food and physical activity to help our bodies grow, learn, and develop.

Service Referrals	Delivering Resources	Connecting Partnerships	Emotional Support	Meeting Families	Grade Level	Health Standard Code	Reinforced Standard
●	●	●	☐	☐	First Grade	1.FNP.4	Identify feelings of thirst and hunger as signals for needing to drink water and eat food.
●	☐	☐	●	☐	First Grade	1.SEM.1	TSEL Practice 1A Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).
●	☐	●	●	☐	First Grade	1.SEM.2	TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.
●	☐	☐	●	☐	First Grade	1.HRVP.1	TSEL Practice 4A Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.
●	☐	☐	●	☐	First Grade	1.HRVP.2	Demonstrate healthy ways for friends to express feelings, both physically and verbally.
●	☐	●	●	☐	First Grade	1.HRVP.3	Discuss the ways that all people are unique and valuable and have a right to be treated with dignity and respect and be free from bullying and violence.

Service Referrals	Delivering Resources	Connecting Partnerships	Emotional Support	Meeting Families	Grade Level	Health Standard Code	Reinforced Standard
●	●	●	●	☐	First Grade	1.HRVP.4	Define consent and discuss how it is important in all types of relationships.
●	●	☐	●	●	First Grade	1.HRVP.5	Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others.
●	☐	☐	●	●	First Grade	1.HRVP.6	Explain that everyone has the right to decide who can touch one's own body, where, and in what way to prevent violence and abuse.
●	☐	●	☐	☐	Second Grade	2.WHP.2	Identify practices that reduce illness.
●	●	●	☐	☐	Second Grade	2.WHP.3	Describe ways to protect vision, hearing, and teeth.
●	☐	☐	☐	☐	Second Grade	2.WHP.4	Describe the benefits of getting enough sleep and potential problems associated with not getting enough sleep.
●	●	☐	●	●	Second Grade	2.WHP.5	Locate a trusted adult in the school building to help access valid and reliable health information and services.
●	●	●	☐	☐	Second Grade	2.WHP.6	Describe ways in which schools and neighborhoods influence health behaviors.
●	●	●	●	●	Second Grade	2.SFA.2	List examples of dangerous behaviors that might lead to injuries.

Service Referrals	Delivering Resources	Connecting Partnerships	Emotional Support	Meeting Families	Grade Level	Health Standard Code	Reinforced Standard
●	●	●	●	●	Second Grade	2.SFA.3	Identify trusted adults that help keep people safe at home, at school, and in the community.
□	□	●	●	●	Second Grade	2.SFA.5	Discuss threats of safety or harm and protective procedures, including those related to dangerous objects and firearms.
●	□	●	●	●	Second Grade	2.SFA.6	Explain why it is important to ask a trusted adult before using online devices.
●	□	□	□	□	Second Grade	2.SUB.1	Identify the difference between medicine to help people who are sick and other types of substances that can be harmful to the body.
●	□	□	□	□	Second Grade	2.SUB.3	Describe safety rules for over-the-counter and prescription drug use.
●	●	●	□	□	Second Grade	2.SUB.4	List steps to take when offered substances.
●	●	●	□	□	Second Grade	2.FNP.1	Identify a variety of places and sources that food can come from and how it gets to people.
●	●	●	□	□	Second Grade	2.FNP.2	Identify the five major food groups and give an example of foods in each group.
●	●	●	□	□	Second Grade	2.FNP.3	Describe the importance of eating a variety of fruits and vegetables and identify foods that provide the nutrients required to help the body grow, learn, and develop.

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●	●	●	□	□	Second Grade	2.FNP.6	Recognize how the foods that people eat can reflect cultural backgrounds and the area in which people live.
●	●	●	□	□	Second Grade	2.FNP.8	Identify how people have different levels of access to foods.
●	□	●	●	●	Second Grade	2.SEM.1	TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.
●	□	□	●	□	Second Grade	2.SEM.2	TSEL Practice 1C Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.
●	□	●	●	□	Second Grade	2.SEM.3	Describe the different ways that people can experience or exhibit stress, anxiety, social isolation, and sadness.
●	□	●	●	□	Second Grade	2.HRVP.1	TSEL Practice 4C Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.

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●	●	□	●	□	Second Grade	2.HRVP.2	Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.
□	□	●	□	●	Second Grade	2.HRVP.3	Discuss how diversity in race, gender, and ability enrich relationships and communities.
●	●	●	□	□	Second Grade	2.HRVP.4	Define bodily autonomy, personal boundaries, and consent.
●	●	●	●	●	Second Grade	2.HRVP.5	Recognize that friends, family, teachers, and community members can help each other.
●	□	●	●	□	Second Grade	2.HRVP.6	Recognize bullying, cyberbullying, and teasing in multiple types of relationships and the need to tell a trusted source that can help.
●	□	□	●	□	Second Grade	2.HRVP.7	Define and identify different forms of violence and abuse, including physical, verbal, sexual, and emotional.
●	□	□	●	□	Second Grade	2.HRVP.8	Identify that abuse is never a child's fault and describe how to communicate personal boundaries and report unsafe or unwanted touch.

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☐	☐	●	☐	●	Second Grade	2.GD.2	Recognize that there are many different types of families that may or may not be genetically related, including blended, adopted, and foster families.
●	●	●	☐	☐	Third Grade	3.WHP.3	Explain the benefits of personal health care practices.
●	●	●	☐	☐	Third Grade	3.WHP.4	Describe specific things to do to take care of one's teeth, including daily brushing and flossing teeth.
●	●	●	●	●	Third Grade	3.WHP.5	Discuss reasons to go to a healthcare provider for physical and mental health concerns.
●	●	●	●	●	Third Grade	3.WHP.6	Identify ways in which media, social media, and technology influence self-perception, feelings, decisions, and behaviors.
●	☐	☐	●	●	Third Grade	3.SFA.2	Practice how to assess and choose safe options when experiencing unsafe situations.
●	●	●	●	●	Third Grade	3.SFA.4	Describe how to identify and respond to emergency situations.
●	●	☐	●	●	Third Grade	3.SUB.4	Describe how and where to access help from trusted adults if substances are being misused.
●	●	●	☐	☐	Third Grade	3.FNP.1	Identify methods for reducing food waste.

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●	●	●	□	□	Third Grade	3.FNP.2	Recognize that food contains essential nutrients that benefit different systems in our bodies.
●	□	●	□	□	Third Grade	3.FNP.3	Explain how to create a balanced daily food plan for individual needs and health considerations.
●	●	●	□	□	Third Grade	3.FNP.6	Describe foods using the senses.
●	□	●	●	●	Third Grade	3.SEM.1	TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.
●	□	□	●	●	Third Grade	3.SEM.2	TSEL Practices 2B Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.
●	□	●	●	□	Third Grade	3.SEM.3	Identify the impacts of stress on mental health.
●	□	□	●	□	Third Grade	3.SEM.4	Recognize how emotions can impact eating patterns and that people can get help if necessary.
●	●	□	●	●	Third Grade	3.SEM.5	Explain the importance of talking with trusted adults about feelings.

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●	●	●	●	●	Third Grade	3.SEM.6	Identify personal or community activities that are meaningful or enjoyable.
●	□	□	●	□	Third Grade	3.HRVP.1	TSEL Practice 3B Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.
●	□	□	●	●	Third Grade	3.HRVP.2	Describe characteristics of a healthy and safe relationship.
□	□	●	□	□	Third Grade	3.HRVP.3	Discuss the importance of using affirming language around protected classes of people including people of all genders, race and ethnicities, sexual orientations, and abilities.
●	□	□	●	●	Third Grade	3.HRVP.4	Demonstrate effective ways to verbally and nonverbally communicate personal boundaries and show respect for the boundaries of others.
●	●	□	●	●	Third Grade	3.HRVP.5	Identify trusted support people and helpers to talk to about uncomfortable situations or when a boundary has been crossed.

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●	□	●	●	□	Third Grade	3.GD.1	Discuss attributes and characteristics that make every person unique and valued, including physical diversity and neurodiversity.
●	□	●	●	●	Third Grade	3.GD.5	Recognize that there are different kinds of families that have unique characteristics and identities.
●	□	●	●	●	Fourth Grade	4.WHP.1	Identify individual, cultural, and family values that affect one's health.
●	□	●	□	□	Fourth Grade	4.WHP.2	Identify common noncommunicable childhood conditions, including asthma, allergies, diabetes, and epilepsy, and how they are managed.
●	□	●	●	●	Fourth Grade	4.WHP.3	Understand why sleep is necessary for the brain and body and describe how sleep works.
●	●	●	□	□	Fourth Grade	4.WHP.4	Compare and contrast the validity of health and wellness information from a variety of media, products, and services.
●	□	●	●	□	Fourth Grade	4.WHP.5	Define social pressures and peer influences and identify how they can impact behavior.
●	●	●	□	□	Fourth Grade	4.SUB.2	Identify the basic function of body organs and systems and how different substances can affect them.

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●	□	□	□	□	Fourth Grade	4.SUB.4	Demonstrate how to read medicine labels and prescription instructions.
●	●	●	●	□	Fourth Grade	4.SUB.5	Identify procedural steps in decision making around substance use.
●	●	●	●	□	Fourth Grade	4.SUB.6	Demonstrate communication skills for asserting boundaries around substance use.
□	●	●	□	□	Fourth Grade	4.FNP.1	Identify examples of food items grown in different regions throughout the state, including in Oregon's nine federally recognized tribes.
□	●	●	□	□	Fourth Grade	4.FNP.2	Identify the functions of the six categories of nutrients: protein, carbohydrates, fats, vitamins, minerals, and water.
□	●	●	□	□	Fourth Grade	4.FNP.3	Identify foods and beverages with high sugar content and the negative effects of too much added sugar.
□	●	●	□	□	Fourth Grade	4.FNP.5	Describe differences in food customs, traditions, and preparations.
□	●	●	□	□	Fourth Grade	4.FNP.8	Explain why some people eat or avoid certain foods, including allergies, other medical conditions, religious beliefs, and culture.

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☐	●	●	☐	☐	Fourth Grade	4.FNP.9	Discuss factors that affect the availability of food, including socioeconomic status and location
●	☐	●	●	●	Fourth Grade	4.SEM.1	TSEL Practice 5C Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.
●	☐	☐	●	●	Fourth Grade	4.SEM.2	Identify ways of dealing with stress, anxiety, social isolation, and depression that contribute to the well-being and mental health of self and others.
●	☐	☐	●	●	Fourth Grade	4.HRVP.1	TSEL Practice 4D Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.
●	☐	☐	●	☐	Fourth Grade	4.HRVP.2	Describe a variety of healthy ways to show and express liking or loving someone.
●	☐	●	●	●	Fourth Grade	4.HRVP.3	Discuss how power and inequality influence different types of relationships and boundaries.

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●	□	●	●	□	Fourth Grade	4.HRVP.4	Demonstrate ways to treat all people with dignity and respect, including people of all genders, gender expressions, and gender identities.
●	□	□	●	●	Fourth Grade	4.HRVP.5	Identify the different personal boundaries and privacy needs of self and others at school, with friends, and at home.
●	□	●	●	●	Fourth Grade	4.HRVP.6	Discuss communication skills to build healthy relationships and manage conflict.
●	●	●	●	□	Fourth Grade	4.HRVP.7	Identify situations when someone is being abused or harassed and identify people or resources to get help from.
●	□	●	●	□	Fourth Grade	4.HRVP.8	Demonstrate how to be an upstander to respond to bullying or teasing based on physical characteristics, ability, or cultural identity.
●	●	●	●	□	Fourth Grade	4.HRVP.9	Identify different behaviors that would be considered child abuse, neglect, and sexual abuse.
●	●	●	●	●	Fifth Grade	5.WHP.1	Reflect on what the five dimensions of health (physical, social, emotional, mental, and environmental) look like for individuals, families, and communities.

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●	●	●	□	□	Fifth Grade	5.WHP.2	Explain how vaccines work to prevent an illness and reduce severe symptoms.
●	●	●	□	●	Fifth Grade	5.WHP.3	Describe benefits of practicing health promoting behaviors.
●	●	●	□	□	Fifth Grade	5.WHP.4	Explain ways to engage in healthy practices and behaviors that prevent or reduce oral health risks, including brushing, flossing, reducing sugary drink consumption, wearing mouth guards, and visiting a dentist.
●	□	●	□	□	Fifth Grade	5.WHP.5	Practice how to talk to a healthcare provider about health concerns, including dental pain.
●	□	●	●	●	Fifth Grade	5.SFA.1	Compare and contrast safe and unsafe situations and events.
□	●	□	●	●	Fifth Grade	5.SFA.4	Demonstrate how to identify and communicate with trusted adults to keep people safe at home, at school, and in the community.
●	●	●	●	□	Fifth Grade	5.SUB.1	Recognize that substances can be addictive and harmful for adolescents during physical and neurological development.

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●	●	●	●	☐	Fifth Grade	5.SUB.2	Describe how alcohol, marijuana/cannabis, tobacco, and other substances impact the human body and brain, interpersonal relationships, and decision-making.
●	●	●	☐	☐	Fifth Grade	5.SUB.3	Describe the appropriate use for over-the-counter and prescription medicines.
●	●	●	●	☐	Fifth Grade	5.SUB.4	Describe how substance use, misuse, and substance use disorder can affect peoples' abilities to reach personal goals.
●	●	●	●	●	Fifth Grade	5.SUB.6	Demonstrate how to use decision making steps around substance use.
●	●	●	●	☐	Fifth Grade	5.SUB.7	Demonstrate refusal skills to avoid or reduce health risks around substance use.
●	●	☐	●	●	Fifth Grade	5.SUB.8	Identify trusted adults to talk to about substance use, misuse and substance use disorder.
●	●	●	☐	☐	Fifth Grade	5.FNP.2	Demonstrate how to read food labels to determine nutrient, sugar, and sodium content.
●	●	●	☐	☐	Fifth Grade	5.FNP.3	Describe nutrient dense breakfasts, meals, and snacks and their impact on growth, learning, and development.

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●	●	●	●	☐	Fifth Grade	5.SEM.1	TSEL Practice 5B Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.
●	☐	●	●	●	Fifth Grade	5.SEM.2	Reflect on external factors and systems that may contribute to stress and anxiety, including microaggressions, and identify coping strategies.
●	●	☐	●	●	Fifth Grade	5.SEM.3	Identify the benefits of talking to trusted adults about feelings and thoughts.
●	●	●	●	☐	Fifth Grade	5.SEM.4	Identify potential impacts of social media on mental health and body image.
●	●	●	●	☐	Fifth Grade	5.SEM.5	Identify decision-making steps to take when deciding whether to share personal information about self or others on social media, considering the potential social, emotional, and mental health impacts.
●	☐	☐	●	☐	Fifth Grade	5.SEM.6	Analyze the impact of identity-based bullying and violence on mental health.

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●	□	●	●	●	Fifth Grade	5.HRVP.1	TSEL Practice 3C Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.
●	□	□	●	□	Fifth Grade	5.HRVP.2	Describe how friendship and love can be expressed differently as children become adolescents.
●	□	□	●	●	Fifth Grade	5.HRVP.3	Identify characteristics of safe and equitable relationships.
●	□	□	●	●	Fifth Grade	5.HRVP.4	Explain the relationship between consent, personal boundaries, and bodily autonomy.
●	●	●	●	□	Fifth Grade	5.HRVP.5	Explain why it is harmful to tease or bully others based on personal abilities, characteristics, or identities.
●	□	□	●	●	Fifth Grade	5.SRH.1	Discuss different personal, familial, and cultural values about physical and emotional intimacy.
●	□	□	□	□	Sixth Grade	6.WHP.2	Describe the difference between communicable and noncommunicable diseases, including cancer, diabetes, and asthma.

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●	●	●	□	□	Sixth Grade	6.WHP.3	Demonstrate appropriate habits to protect vision, hearing, skin, and teeth.
●	●	●	□	□	Sixth Grade	6.WHP.6	Demonstrate how to access valid and reliable health information online for building health habits.
●	●	●	●	●	Sixth Grade	6.WHP.8	Identify actions that can help to create a healthier environment for individuals and communities.
●	●	●	●	●	Sixth Grade	6.SFA.1	Identify unsafe situations at home, at school, and in communities that can lead to injury.
●	●	●	●	□	Sixth Grade	6.SUB.2	Discuss short- and long-term mental, physical, and social health consequences of substance use and misuse, including vaping of nicotine and marijuana/cannabis.
●	●	●	●	□	Sixth Grade	6.SUB.5	Discuss the relationship between using substances and other health risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.
●	●	●	●	□	Sixth Grade	6.SUB.7	Describe personal decision-making strategies around substance use.

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●	●	●	●	●	Sixth Grade	6.SUB.8	Discuss communication skills to avoid alcohol, marijuana/cannabis, tobacco and drug use, especially in peer-pressure situations.
●	●	●	□	□	Sixth Grade	6.FNP.2	Explain why it is important to respect different nutrition choices based on culture, needs, and preferences.
●	□	●	□	□	Sixth Grade	6.FNP.3	Analyze how internal and external influences can affect decisions about eating and physical activity.
●	●	●	●	□	Sixth Grade	6.FNP.5	Discuss the physical and mental impacts of missing, skipping meals, or 'fad' dieting.
●	□	●	●	□	Sixth Grade	6.FNP.6	Identify intuitive eating practices that can increase a person's healthy relationship with food, and lower the risk for eating disorders and disordered eating.
●	●	●	□	□	Sixth Grade	6.FNP.8	Describe safe food handling to prevent illness.
●	□	□	●	●	Sixth Grade	6.SEM.1	TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

Service Referrals	Delivering Resources	Connecting Partnerships	Emotional Support	Meeting Families	Grade Level	Health Standard Code	Reinforced Standard
●	●	●	●	☐	Sixth Grade	6.SEM.2	Demonstrate how to access credible mental health information and services in the community, including the Suicide & Crisis Lifeline 988.
●	☐	☐	●	●	Sixth Grade	6.HVRP.1	TSEL Practice 3B Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.
●	☐	☐	●	●	Sixth Grade	6.HVRP.2	Discuss how family, media, social media, society, culture, and personal identities can influence attitudes, beliefs, and expectations about relationships and physical affection.
●	●	☐	●	●	Sixth Grade	6.HVRP.3	Identify sources of support, such as parents or other trusted adults, to tell if being teased, harassed, or bullied based on gender, sexual orientation, race, and physical appearance.
●	☐	☐	●	●	Sixth Grade	6.HVRP.4	Describe personal feelings when boundaries, consent, and privacy needs are not respected.

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●	●	□	●	●	Sixth Grade	6.HVRP.5	Practice communication skills to build healthy relationships and manage conflict.
●	●	□	●	●	Sixth Grade	6.HVRP.6	Demonstrate ways to start a conversation when seeking help from a trusted adult about uncomfortable or dangerous situations including bullying, teasing, child sexual abuse, and trafficking.
●	●	●	●	□	Sixth Grade	6.HVRP.7	Demonstrate strategies to use technology and social media safely, legally, and respectfully.
●	●	□	●	●	Sixth Grade	6.GD.1	Describe how to show respect for one's own physical appearance, the appearance of others, and how it impacts self-esteem.
●	●	●	□	□	Sixth Grade	6.GD.4	Define menstruation and its range of symptoms, explain how it is a part of life that begins during puberty, and recognize that pads, tampons, and other products are important for body care.

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●	●	●	●	☐	Sixth Grade	6.GD.5	Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations.
●	●	●	☐	☐	Sixth Grade	6.GD.6	Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, two-spirit, and pansexual.
●	☐	☐	●	●	Sixth Grade	6.GD.7	Recognize that there are many kinds of family structures and discuss ways in which families can change.
●	●	●	☐	☐	Sixth Grade	6.SRH.1	Identify examples of how culture, religion, society, technology, and media influence understanding and expressions of sexuality.
●	●	●	☐	☐	Sixth Grade	6.SRH.3	Identify factors that are important in deciding whether and when to engage in romantic and sexual behaviors.
●	●	●	☐	☐	Sixth Grade	6.SRH.5	Identify the benefits, risks, and effectiveness of various methods of contraception, including abstinence, the correct usage of barrier methods, and emergency contraception.

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●	●	●	☐	☐	Sixth Grade	6.SRH.6	Identify the stages of pregnancy.
●	●	●	☐	☐	Sixth Grade	6.SRH.7	Describe pregnancy options, including parenting, abortion, safe surrender, and adoption.
●	●	●	☐	☐	Sixth Grade	6.SRH.8	Identify the transmission and prevention of various sexually transmitted infections (STIs) and HIV/AIDS, including abstinence, barrier methods, and the human papillomavirus (HPV) vaccine.
●	●	●	●	●	Sixth Grade	6.SRH.9	Demonstrate communicating with trusted adults and asking questions about comprehensive sexual and reproductive health.
●	●	●	☐	☐	Sixth Grade	6.SRH.11	Discuss the importance of sexual and reproductive health care that aligns with personal needs, desires, and cultural values.
●	●	●	●	●	Seventh Grade	7.WHP.1	Describe how personal values, self-esteem, and identity affect personal health.
●	☐	●	☐	☐	Seventh Grade	7.WHP.2	Analyze how personal practices and behaviors reduce or prevent disease, including health screenings.

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●	●	●	□	□	Seventh Grade	7.WHP.3	Describe the connections between oral health and overall health.
●	●	●	●	●	Seventh Grade	7.WHP.4	Set a personal health goal for a habit that promotes physical, social, emotional, mental, and environmental health.
●	●	□	●	●	Seventh Grade	7.WHP.5	Practice and demonstrate communication skills to improve personal health, including communicating with healthcare providers.
●	●	●	●	●	Seventh Grade	7.WHP.6	Analyze the influence of family, school, peers, culture, technology, media, social media, personal values, and perceived norms on the dimensions of health.
●	●	●	□	●	Seventh Grade	7.WHP.7	Evaluate how social determinants of health influence health outcomes.
●	●	●	□	●	Seventh Grade	7.SFA.1	Discuss how to reduce the risk of unintentional injuries for individuals, families, and communities.
●	●	●	●	●	Seventh Grade	7.SFA.2	Identify unsafe situations at home, at school, and in communities that can lead to injury and describe possible strategies to reduce risk.

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●	●	□	●	●	Seventh Grade	7.SFA.4	Demonstrate how to ask for help to promote personal safety and injury prevention for self and others.
●	□	●	□	●	Seventh Grade	7.SFA.5	Recognize common ways to make spaces safer and more accessible for people with disabilities and why it is important.
●	●	●	●	□	Seventh Grade	7.SUB.1	Evaluate the differences between addictive behavior, addiction, and dependence and their impacts on self and society.
●	●	●	●	□	Seventh Grade	7.SUB.6	Examine risk and protective factors to prevent use and misuse of substances, and list alternatives to using.
●	●	□	●	●	Seventh Grade	7.SUB.8	Demonstrate how to ask a trusted adult for help accessing resources for self and others regarding situations related to the use of alcohol, tobacco, and other drugs.
●	●	●	●	□	Seventh Grade	7.SUB.9	Describe situations that require professional substance use disorder treatment services and locate valid information and community resources.

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●	●	●	□	□	Seventh Grade	7.FNP.4	Compare and contrast the differences in community or geographic access to nutrient dense foods.
●	●	●	□	□	Seventh Grade	7.FNP.6	Identify the social, emotional, and cognitive benefits of eating nutrient dense foods and engaging in regular physical activity.
●	●	●	□	□	Seventh Grade	7.FNP.7	Identify how personal food and beverage choices, including eating times, affects health and well being.
●	●	●	●	□	Seventh Grade	7.FNP.8	Describe personal hunger and fullness cues.
●	●	●	□	□	Seventh Grade	7.FNP.9	Describe common food allergies and how to manage them.
●	□	□	●	□	Seventh Grade	7.SEM.1	TSEL Practice 1D Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.
●	□	□	●	●	Seventh Grade	7.SEM.2	TSEL Practices 2B Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.

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●	□	●	●	□	Seventh Grade	7.SEM.3	Identify and discuss causes, symptoms, and impacts of depression, anxiety, including eating disorders and disordered eating, trauma, self-harm, and suicide.
●	●	●	●	●	Seventh Grade	7.SEM.4	Describe how mental health professionals and other trusted adults can help prevent, treat, and heal from mental health challenges, including suicidal thoughts, eating disorders, and disordered eating.
●	□	□	●	□	Seventh Grade	7.SEM.5	Develop a plan to practice effective and appropriate communication skills via electronic devices and social media to prevent and resolve interpersonal conflict.
●	□	□	●	□	Seventh Grade	7.SEM.6	Identify how connecting with the community, and personal and cultural identity development contribute to mental health.

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●	□	●	●	□	Seventh Grade	7.SEM.7	Discuss resiliency and the strategies that individuals and communities use to promote health, overcome health and mental health challenges, address barriers to health, and promote health equity and justice.
●	□	□	●	●	Seventh Grade	7.HRVP.1	TSEL Practice 3A Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.
●	□	□	●	●	Seventh Grade	7.HRVP.2	Discuss the right of all people to decide if, when and, with whom to be in a relationship.
●	□	□	●	●	Seventh Grade	7.HRVP.3	Identify strategies to maintain a safe relationship, end an unsafe, inequitable, or unhealthy relationship, manage conflict, and navigate rejection.
●	●	●	●	□	Seventh Grade	7.HRVP.4	Compare multiple external influences that have an impact on one's attitudes about gender and gender identity.
●	●	●	□	●	Seventh Grade	7.HRVP.5	Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image and self-esteem.

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●	□	□	●	●	Seventh Grade	7.HRVP.8	Explain why a survivor/victim of interpersonal violence, including sexual violence and trafficking, is never to blame for the actions of the person who perpetrates the violence.
●	●	●	●	●	Seventh Grade	7.HRVP.9	Identify strategies that people might use to traffic and exploit youth, actions to prevent and counter trafficking, and places to get help.
●	●	●	●	●	Seventh Grade	7.GD.1	Discuss how peers, media, family, and culture can influence self-concept, body image, and self-esteem.
●	●	●	□	□	Seventh Grade	7.GD.2	Describe how puberty can prepare human bodies for the potential to reproduce and that some people have conditions that impact the ability to reproduce.
●	●	●	□	□	Seventh Grade	7.GD.3	Describe human reproductive systems, including the external and internal body parts and their functions, and variations in human bodies, including intersex conditions.

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●	●	●	●	☐	Seventh Grade	7.GD.4	Access medically accurate, not fear- or shame- based, comprehensive, and inclusive sources of information about sexual and romantic orientation.
●	●	●	●	●	Seventh Grade	7.SRH.1	Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexuality
●	●	●	●	☐	Eighth Grade	8.WHP.4	Describe strategies to integrate healthy habits related to sleep, physical activity, hygiene, breakfast, social media, and technology habits.
●	●	●	●	☐	Eighth Grade	8.WHP.7	Describe how societal issues of inequity, discrimination, and poverty influence the ability to engage in healthy behavior.
●	●	●	☐	☐	Eighth Grade	8.SFA.1	Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury.
●	●	●	☐	☐	Eighth Grade	8.SFA.2	Analyze the likelihood of personal injury or illness if engaging in unsafe and unhealthy behaviors.

Service Referrals	Delivering Resources	Connecting Partnerships	Emotional Support	Meeting Families	Grade Level	Health Standard Code	Reinforced Standard
●	●	●	●	☐	Eighth Grade	8.SUB.1	Identify risk and protective factors related to substance use, misuse, and substance use disorder.
●	●	●	☐	☐	Eighth Grade	8.SUB.2	Understand how substance use, misuse, and substance use disorder affects the basic function of the central and autonomic nervous systems including brain function.
●	●	●	●	☐	Eighth Grade	8.SUB.4	Examine the relationship between substance use, misuse, and substance use disorder risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.
●	●	●	●	☐	Eighth Grade	8.SUB.6	Discuss decisions around substance use and the benefits of being substance-free.
●	●	●	●	●	Eighth Grade	8.SUB.7	Demonstrate communication skills to avoid alcohol, marijuana/cannabis, tobacco, or other drug use, especially in peer-pressure situations.
●	●	●	●	☐	Eighth Grade	8.SUB.8	Describe where to find reliable information and services regarding substance use, misuse, and substance use disorder.
●	●	●	☐	●	Eighth Grade	8.FNP.3	Assess personal eating and physical activity behaviors.

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●	●	●	□	□	Eighth Grade	8.FNP.4	Discuss cultural dishes, identify ingredients, and find the origins of the food in each recipe.
●	●	●	●	●	Eighth Grade	8.FNP.6	Describe the personal feelings associated with engaging in physical activity, eating nutritious food, and staying hydrated and identify strategies to take care of one's body.
●	●	●	□	●	Eighth Grade	8.FNP.7	Examine food insecurity and injustice, lack of access, and impacts on individual and community health, cultural preservation and practices.
●	□	●	●	●	Eighth Grade	8.SEM.1	TSEL Practice 1D Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.
●	□	□	●	●	Eighth Grade	8.SEM.2	TSEL Practice 5C Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.

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●	□	□	●	●	Eighth Grade	8.SEM.3	Develop an action plan to respond to stress, anxiety, including eating disorders and disordered eating, depression, self-harming behaviors, trauma, substance use and abuse, or suicidal thoughts.
●	□	□	●	□	Eighth Grade	8.SEM.4	Recognize when professional services are needed for self and others experiencing chronic or serious mental health concerns and traumatic stress, including self-harm, eating disorders and disordered eating, substance use and abuse, and suicidal ideation.
●	●	●	●	□	Eighth Grade	8.SEM.5	Discuss the impact of social media use on our social, emotional, and mental health for individuals and the community.
●	□	□	●	●	Eighth Grade	8.HVRP.1	TSEL Practice 2D Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.

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☐	●	●	☐	☐	Eighth Grade	8.HRVP.3	Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions.
●	☐	☐	●	☐	Eighth Grade	8.HRVP.4	Demonstrate verbal and nonverbal communication skills that express personal boundaries and consent and how to show respect for the boundaries of others.
●	☐	☐	●	●	Eighth Grade	8.HRVP.5	Demonstrate strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.
●	●	●	●	●	Eighth Grade	8.HRVP.6	Identify community resources and other sources of support, including confidential advocates, that students can go to if they have questions about sexual safety or if someone is being sexually harassed, abused, assaulted, or trafficked.
●	●	●	●	☐	Eighth Grade	8.HRVP.7	Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image, self-esteem, and relationships.

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●	□	●	●	□	Eighth Grade	8.HRVP.8	Identify the short- and long-term impacts of bullying for the people targeted, the people who perpetrate bullying, bystanders, and upstanders.
●	●	●	●	□	Eighth Grade	8.HRVP.9	Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone is perpetuating unhealthy or coercive behaviors.
●	●	●	●	□	Eighth Grade	8.GD.1	Reflect on external influences that may affect personal body image and how others are perceived.
●	●	●	□	□	Eighth Grade	8.GD.2	Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health.
●	●	●	□	□	Eighth Grade	8.GD.4	Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

Service Referrals	Delivering Resources	Connecting Partnerships	Emotional Support	Meeting Families	Grade Level	Health Standard Code	Reinforced Standard
●	●	●	●	☐	Eighth Grade	8.GD.5	Discuss how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to sexual and romantic orientation and sexual identity
●	☐	☐	●	●	Eighth Grade	8.GD.6	Describe what can connect a family and discuss different ways to define family.
●	●	●	●	☐	Eighth Grade	8.SRH.1	Evaluate the influence of family, peers, school, community, culture, social norms, media, marketing, technology, and a person's intersecting identities can influence personal beliefs and behaviors regarding sexual activity and sexuality.
●	●	●	●	☐	Eighth Grade	8.SRH.3	Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms, and/or contraception.

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●	●	●	□	□	Eighth Grade	8.SRH.9	Develop a plan to eliminate or reduce risk of unintended pregnancy and sexually transmitted infections (STIs), considering biomedical approaches, including vaccines, Pre-Exposure Prophylaxis and (PrEP) Post-Exposure Prophylaxis (PEP), and barrier methods.
●	●	●	□	□	Eighth Grade	8.SRH.10	Identify comprehensive sexual and reproductive health services offered in school or in the local community.
●	●	●	□	□	Eighth Grade	8.SRH.12	Discuss how oppression against historically and currently marginalized people impacts sexual and reproductive health and rates of violence.
●	●	●	●	●	High School	HS.WHP.1	Identify and describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental) and how they affect health-related behaviors and impact holistic well-being.
●	□	□	●	●	High School	HS.WHP.2	Discuss personal and family values and behaviors that impact individual, interpersonal, and community health.

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●	●	●	☐	☐	High School	HS.WHP.4	Identify individual practices that protect vision, hearing, skin, and teeth.
●	●	●	●	●	High School	HS.WHP.5	Identify at least two strategies to promote health and wellness for individuals, families, and communities.
●	●	●	☐	☐	High School	HS.WHP.7	Demonstrate how to access medically accurate, comprehensive, and inclusive health-related resources online and in the community or at school.
●	☐	☐	●	●	High School	HS.SFA.2	Formulate a plan to recognize and respond to situations that may lead to injury between individuals, in groups, and in communities.
●	●	●	☐	●	High School	HS.SFA.4	Access a variety of resources in the home, school, and community that prevent injury.
●	●	●	☐	●	High School	HS.SUB.1	Identify and promote protective factors related to substance use, misuse, and substance use disorder, including harm reduction and emergency action.

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●	●	●	☐	☐	High School	HS.SUB.2	Identify how to recognize and respond to overdose emergencies, including how to access, administer, and use naloxone for opioid overdose prevention and reversal.
●	●	●	☐	☐	High School	HS.SUB.3	Access valid and reliable health information on short- and long-term effects of substance use from print and electronic materials that are available from credible health organizations.
●	●	●	●	☐	High School	HS.SUB.6	Analyze the relationship between substance use, misuse, substance use disorder and other health risks, including unintentional injuries, violence, self-harm, suicide, and sexual risk behaviors.
●	●	●	●	●	High School	HS.SUB.7	Analyze reasons why individuals use or do not use alcohol, marijuana/cannabis, tobacco, and other drugs, including the influence of family, peers, school, community, culture, and social norms on personal values, beliefs, and behaviors.

Service Referrals	Delivering Resources	Connecting Partnerships	Emotional Support	Meeting Families	Grade Level	Health Standard Code	Reinforced Standard
●	●	●	●	●	High School	HS.SUB.8	Identify potential barriers to making healthy decisions regarding substance use and identify personal strategies and community support to overcome those barriers.
●	●	●	●	●	High School	HS.SUB.9	Demonstrate decision-making skills in regards to substance use, misuse, and substance use disorder in varying situations.
●	●	●	●	●	High School	HS.SUB.10	Evaluate communication skills to manage social pressure to avoid or reduce health risks around substance use.
●	●	●	□	●	High School	HS.SUB.11	Describe how to access support services needed for substance misuse and substance use disorder, harm reduction services, including needle exchanges, test strips, and prescription disposal sites, and community resources to help someone stop using.
●	●	●	□	□	High School	HS.FNP.1	Analyze the political, economic, social, and environmental factors that influence our current food system.
●	●	●	□	□	High School	HS.FNP.2	Plan or prepare a balanced meal with nutrient-rich basic ingredients.

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●	●	●	●	□	High School	HS.FNP.3	Evaluate the physical, emotional, and mental impacts of missing or skipping meals and “fad” dieting.
●	●	●	□	●	High School	HS.FNP.5	Create a personal short- and long-term goal that incorporates nutritious eating, hydration, and physical activity as a daily part of life based on personal, cultural, and community influences.
●	●	●	□	●	High School	HS.FNP.6	Describe how to make nutritious food and beverage choices at home, school, and when dining out.
●	●	●	□	●	High School	HS.FNP.7	Analyze how people from all cultures and backgrounds are connected by their use of and shared experiences around food.
●	●	●	□	●	High School	HS.FNP.8	Analyze the influences of family, peers, school, community, culture, and social norms on personal values and beliefs about food choices and physical activity.
●	●	●	□	□	High School	HS.FNP.9	Describe how to prevent foodborne illnesses.

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●	●	●	□	□	High School	HS.FNP.10	Identify policies, practices, and resources that support access to nutritious food, clean water, and accessible places for physical activity.
●	□	●	●	□	High School	HS.SEM.1	TSEL Practices 2C Plan, evaluate, and achieve personal and collective goals and aspirations.
●	□	●	●	□	High School	HS.SEM.2	TSEL Practice 5A Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.
●	□	□	●	□	High School	HS.SEM.3	Analyze physical and psychological effects of stress, anxiety, depression, social isolation, and individual and collective trauma.
●	●	●	●	●	High School	HS.SEM.4	Identify activities that promote social, emotional, and mental health.
●	●	●	□	□	High School	HS.SEM.5	Compare the validity, reliability, and accessibility of mental, social, and emotional health information, products, and services in the home, at school, and in the community.

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●	●	●	●	☐	High School	HS.SEM.6	Describe the signs and symptoms of mental health challenges, including the warning signs of suicide, self-harm, eating disorders and disordered eating, and other unsafe behaviors.
●	●	●	●	☐	High School	HS.SEM.7	Analyze the impact of media, marketing, social media, internet use, and other technologies on social, mental, and emotional health.
●	●	●	●	☐	High School	HS.SEM.8	Advocate for safer school communities to prevent bullying and violence and improve mental health.
●	●	●	☐	☐	High School	HS.SEM.9	Analyze laws related to minors accessing mental health care.
●	☐	☐	●	☐	High School	HS.HRVP.1	TSEL Practices 2A Manage and express thoughts, emotions, impulses, and stressors ways that affirm one's identity.
●	☐	☐	●	☐	High School	HS.HRVP.2	Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships.

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●	●	●	●	☐	High School	HS.HRVP.3	Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships.
●	●	●	●	☐	High School	HS.HRVP.4	Examine the impact of power differences within relationships and other factors that can affect the ability to give or perceive consent, including in sexual activity.
●	☐	☐	●	☐	High School	HS.HRVP.5	Apply a decision-making model to maintaining a healthy relationship and ending an unhealthy relationship.
●	●	●	●	☐	High School	HS.HRVP.6	Describe how to access resources for survivors of interpersonal violence, sexual violence and sex trafficking, including local confidential advocacy resources.
●	●	●	●	☐	High School	HS.HRVP.7	Demonstrate ways to support a fellow student who is being sexually harassed or abused.
●	●	●	●	☐	High School	HS.HRVP.8	Explain the impact media, including sexually explicit media, social media, and artificial intelligence (AI) can have on one's perceptions of, and expectations for, a healthy relationship.

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●	●	●	●	☐	High School	HS.HRVP.9	Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.
●	●	●	●	☐	High School	HS.HRVP.10	Describe the types of abuse, including physical, emotional, psychological, financial, and sexual, and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, trafficking, and gender-based violence.
●	●	●	●	☐	High School	HS.HRVP.11	Explain why a person who has been sexually harassed, abused, assaulted, or is a survivor/victim of child sexual abuse, rape, domestic violence, dating violence, or sex trafficking, is never to blame for the action of the perpetrator.
●	●	●	☐	☐	High School	HS.HRVP.12	Explain trafficking, including tactics people use to traffic and exploit youth.
●	●	●	☐	☐	High School	HS.HRVP.13	Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.

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●	●	●	●	●	High School	H.S.GD.1	Analyze how peers, media, family, society, history, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem.
●	□	●	□	□	High School	H.S.GD.2	Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are variations in human bodies, including different shapes of vulvas, circumcised and uncircumcised penises, and intersex conditions.
●	●	●	●	□	High School	H.S.GD.3	Describe the cognitive, social, and emotional changes of adolescence and throughout adulthood.
●	●	●	●	●	High School	H.S.GD.5	Explain how identity-affirming support from peers, families, schools, communities and health care providers can improve a person's health and well-being.
●	●	●	●	●	High School	H.S.GD.6	Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual and romantic orientation.

Service Referrals	Delivering Resources	Connecting Partnerships	Emotional Support	Meeting Families	Grade Level	Health Standard Code	Reinforced Standard
●	●	●	●	☐	High School	HS.SRH.2	Demonstrate the ability to effectively communicate with a partner to make decisions around abstinence and consensual sexual intimacy.
●	●	●	☐	☐	High School	HS.SRH.3	Describe how to make a decision about sexual behaviors, including virtual and in person, that takes into consideration personal values and health and safety of self and others.
●	●	●	☐	☐	High School	HS.SRH.5	Discuss skills and resources that can support people navigating parenthood.
●	●	●	☐	●	High School	HS.SRH.6	Identify individual, familial, cultural, and systemic influences on barrier methods and contraceptive use.
●	●	●	☐	☐	High School	HS.SRH.7	Compare and contrast methods to prevent unintended pregnancy, considering effectiveness, access, and personal impact on health.

Service Referrals	Delivering Resources	Connecting Partnerships	Emotional Support	Meeting Families	Grade Level	Health Standard Code	Reinforced Standard
●	●	●	☐	☐	High School	HS.SRH.9	Identify medically accurate sources of information for pregnancy, prenatal care, and pregnancy options, including parenting, surrogacy, adoption, abortion, and safe surrender, including community resources.
☐	●	●	☐	☐	High School	HS.SRH.10	Analyze political and historical issues that were rooted in and have resulted in discrimination, oppression, and stigma against historically and currently marginalized people, including those with sexually transmitted infections (STIs) and HIV/AIDS.
●	●	●	☐	☐	High School	HS.SRH.11	Discuss responsibilities around sexually transmitted infection (STI) prevention, testing, treatment, and disclosure to sexual partners.
●	●	●	☐	☐	High School	HS.SRH.12	Assess the validity, reliability, and accessibility of comprehensive sexual and reproductive health information, products, and services offered online and in the local community.

Service Referrals	Delivering Resources	Connecting Partnerships	Emotional Support	Meeting Families	Grade Level	Health Standard Code	Reinforced Standard
●	●	●	●	☐	High School	HS.SRH.13	Describe body literacy skills to notice changes, pain, including menstrual pain, or discomfort in one's body related to the sexual and reproductive system and identify when to seek support from trusted adults and medical professionals.
●	●	●	☐	☐	High School	HS.SRH.17	Analyze systemic barriers to sexual, reproductive, and obstetric care, including prenatal care, childbirth, and postpartum care.