

RRPS District Standards: Health Education

Grade 5-6
10/2006

STANDARD I:	
<i>NM State Content Standard I: Students will comprehend concepts related to health promotion and disease prevention.</i>	
<u>NM State Benchmarks Grades 5-8</u>	<u>RRPS Grade 5-8 Power Standards</u> <i>While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.</i>
<u>NM State Benchmark I-A : Grades 5-8</u> Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.	<u>Power Standard 1 (Benchmark I-A)</u> Identify healthy alternatives to unhealthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. abstinence, selection of healthy food choices, “natural highs”, etc.).
<u>NM Grade 5-6 Performance Standards</u> 1. Describe risk factors and their association with health consequences in the areas related to sexuality, nutrition, alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social, and emotional wellbeing. 2. Identify healthy alternatives to unhealthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. abstinence, selection of healthy food choices, “natural highs”, etc.). 3. Explain how personal daily choices can affect future health status.	<u>Power Standard 2 (Benchmark I-B)</u> Describe the characteristics of peer pressure and its impact on mental, emotional, social, and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.
<u>NM State Benchmark I-B : Grades 5-8</u> Describe the interrelationship of mental, emotional, social, and physical health during adolescence.	
<u>NM Grade 5-6 Performance Standards</u> 1. Describe the characteristics of peer pressure and its impact on mental, emotional, social, and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing. 2. Describe the impact of family history, cultural values, social systems, and environmental influences on mental, emotional, social, and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing. 3. Describe how changes during adolescence affect mental, emotional, social, and physical health. 4. Identify positive stress reduction techniques and the impact on mental, emotional, social, and physical health during adolescence. 5. Describe patterns of addiction and its influence on mental, emotional, social, and physical health during adolescence.	

STANDARD I:

NM State Content Standard I: Students will comprehend concepts related to health promotion and disease prevention.

NM State Benchmarks: Grades 5-8	RRPS Grades 5-8 Power Standards <i>While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.</i>
NM State Benchmark I-C : Grades 5-8 Explain how health is influenced by the interaction of body systems.	Power Standard 3 (Benchmark I-D) Describe how family, peers, media, culture, and others influence adolescent’s decision making in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.
NM Grade 5-6 Performance Standards 1. Describe the reproductive, circulatory, digestive, nervous, and endocrine systems and their relationships to adolescent health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.	
NM State Benchmark I-D : Grades 5-8 Describe how family and peers influence the health of adolescents.	
NM Grade 5-6 Performance Standards 1. Describe how family, peers, media, culture, and others influence adolescent’s decision making in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.	

STANDARD I:

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NM State Benchmarks: Grades 5-8	RRPS Grades 5-8 Power Standards <i>While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.</i>
NM State Benchmark I-E : Grades 5-8 Analyze how environments and personal health are interrelated.	
NM Grade 5-6 Performance Standards 1. Explain how the school, religion, culture, community, society and media along with other outside influences such as federal, state or local laws, policies, etc. impact personal health decisions. 2. Understand the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.	
NM State Benchmark I-F : Grades 5-8 Describe ways to reduce risks related to adolescent health issues	
NM Grade 5-6 Performance Standards 1. Identify health risks in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing. 2. Identify consequences of health risks in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing. 3. Identify ways to reduce health risks in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. abstinence, selection of healthy food choices, etc.).	
NM State Benchmarks I-G: Grades 5-8 Explain how health care can prevent premature death and disability.	
1. Identify health care providers in the community and available services in areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing. 2. Identify ways to access health care providers within the community and state. 3. Identify how family history, genetics and preventive health care can affect personal health.	
NM State Benchmark I-H: Grades 5-8 Describe how lifestyle, pathogens, family history, and other risk factors are related to the prevention or cause of disease and other health problems.	
1. Identify how family history, genetics and preventive health care can affect personal health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing. 2. Identify how lifestyle choices can affect personal health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.	

STANDARD II:

NM State Content Standard II: Students will demonstrate the ability to access valid health information and health-promoting products and services.

NM State Benchmark II-A Grades 5-8

Analyze the availability and validity of health information, products, and services.

NM Grade 5-6 Performance Standards

1. Identify school and community health resources related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.
2. Analyze health-promoting products and services (i.e. food choices, community services, physical activity, etc.).
3. Analyze health information that may be confusing or contradictory (i.e. from media, peers, siblings, etc.).

NM State Benchmark II-B: Grades 5-8

Demonstrate the ability to evaluate and utilize resources from home, school, and community that provide valid health information

NM Grade 5-6 Performance Standards

1. Explain how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.
2. Compare and contrast valid resources in the community in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.

NM State Benchmark II-C: Grades 5-8-4

Analyze how the media influences the selection of health information and products.

NM Grade 5-6 Performance Standards

1. Analyze why media messages may be misleading.
2. Explain the goals of media (i.e. sell, entertain, etc.).
3. Give examples of media messages that may contain both healthy and unhealthy messages in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.

RRPS Grade 5-8 Power Standards

While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.

Power Standard 4 (Benchmark II-A)

Analyze health-promoting products and services (i.e. food choices, community services, physical activity, etc.).

Power Standard 5 (Benchmark II-C)

Analyze why media messages may be misleading.

STANDARD II:

NM State Content Standard II: Students will demonstrate the ability to access valid health information and health-promoting products and services.

<p>NM State Benchmark II-D: Grades 5-8 Demonstrate the ability to locate health products and services.</p>	<p>RRPS Grade 5-8 Power Standards <i>While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
<p>NM Grade 5-6 Performance Standards 1. Identify valid health products and resources in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing. 2. Identify where to obtain products and services in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.</p>	<p>Power Standard 6 (Benchmark II-D) Identify and recognize risk behaviors in situations that may lead to negative physical, social and/or emotional health consequences (i.e. abuse, bullying, sexual assault, mental health, depression, suicide, domestic violence, STIs/HIV, etc.).</p>
<p>NM Grade 5-6 Performance Standards Compare the costs and validity of health products.</p>	
<p>1. Identify the availability and costs of health products utilized in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. the availability and cost of: 1) the patch for smoking cessation vs. the cost of smoking; 2) diet and exercise vs. diabetes treatment; 3) abstinence vs. having a baby; etc.). 2. Identify cost of health resources in the community and compare benefits of those that are more affordable (i.e. walking vs. joining a club for exercise, etc.). 3. Analyze different health care products and their effectiveness in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.</p>	
<p>NM Grade 5-6 Performance Standards Describe situations requiring professional health services.</p>	
<p>1. Identify and recognize risk behaviors in situations that may lead to negative physical, social and/or emotional health consequences (i.e. abuse, bullying, sexual assault, mental health, depression, suicide, domestic violence, STIs/HIV, etc.). 2. Identify situations related to health crisis and formulate solutions to intervene and/or prevent the crisis (i.e. a friend tells you they are thinking about suicide; a friend tells you they are smoking, etc.). 3. Recognize and identify professional health services in the community.</p>	

STANDARD III:

NM State Content Standard III: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark III- A : Grades 5-8

Explain the importance of assuming responsibility for personal health behaviors.

NM Grade 5-6 Performance Standards

1. Identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity, personal safety, mental, social and emotional wellbeing.
2. Describe the consequences of personal health choices and their effects.
3. Describe the relationship between health behaviors and wellbeing in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.

NM State Benchmark III-B : Grades 5-8

Analyze a personal health assessment to determine health strengths and risks.

NM Grade 5-6 Performance Standards

1. Determine relationship between health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. the relationship between physical activity, nutrition and chronic disease; the relationship between sexual activity and teen pregnancy, etc.).
2. Identify health assessment data that can help determine health goals in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. physical fitness data, nutrition log, youth reported data for risk and resiliency factors, etc.).

NM State Benchmark III-C : Grades 5-8

Distinguish between safe and risky or harmful behavior in relationships.

NM Grade 5-6 Performance Standards

1. Identify risky and/or harmful behaviors in relationships and ways to avoid them (i.e. abstinence to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc).
2. Identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.

Power Standard 7 (Benchmark III-C)

Identify risky and/or harmful behaviors in relationships and ways to avoid them (i.e. abstinence to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc).

STANDARD III:

NM State Content Standard III: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmarks III-D : Grades 5-8

Demonstrate strategies to improve or maintain personal and family health..

NM Grade 5-6 Performance Standards

1. Describe how families, peers and culture influence personal health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.
2. Identify personal, family and cultural healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.

NM State Benchmark III-E : Grades 5-8

Develop injury prevention and management strategies for personal and family health..

NM Grade 5-6 Performance Standards

1. Identify factors that contribute to intentional and unintentional injuries (i.e. use of alcohol/other drugs, steroid use, food safety, etc.).
2. Identify strategies to prevent intentional and unintentional injuries.
3. Describe skills related to personal safety in the areas of physical, emotional, or sexual abuse.

NM State Benchmark III-F : Grades 5-8

Demonstrate ways to avoid and reduce threatening situations.

NM Grade 5-6 Performance Standards

1. Identify threatening situations and reduction strategies in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.
2. Demonstrate refusal skills in the context of dangerous situations (i.e. tobacco, alcohol, other drugs, inappropriate touches, etc.).

NM State Benchmark III-G : Grades 5-8

Demonstrate strategies to manage stress.

NM Grade 5-6 Performance Standards

1. Identify stressors and strategies to reduce their harmful effects.
2. Identify the immediate and long term effects of stress on the body.
3. Identify ways to manage stress.

Power Standard 8 (Benchmark III-E)

Describe skills related to personal safety in the areas of physical, emotional, or sexual abuse.

Power Standard 9 (Benchmark III-F)

Identify threatening situations and reduction strategies in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing

STANDARD IV:

NM State Content Standard IV: Students will analyze the influence of culture, media, technology, and other factors on health.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark IV-A : Grades 5-8

Describe the influence of cultural beliefs on health behaviors and the use of health services.

NM Grade 5-6 Performance Standards

1. Identify and discuss qualities of cultures (both positive and negative) in the school and community and how they contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing.
2. Describe how the media and culture portray gender roles (i.e. aggressive behavior for boys vs. submissive behavior for girls, media portrayal of sexual behavior for each gender, etc.).
3. Identify community and cultural factors that influence health (i.e. religion, values, habits, money, gender, ethnicity, etc.).
4. Compare cultural values and beliefs with personal values and beliefs and identify how they relate to health behaviors and choices.

NM State Benchmarks IV-B: Grades 5-8

Analyze how messages from media and other sources influence health behaviors.

NM Grade 5-6 Performance Standards

1. List examples of health related advertisements (i.e. messages around sexual behavior, STP's /HIV, exercise, nutrition, violence, alcohol, etc.).
2. Identify positive and negative health messages from media and other sources in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing (i.e. abstinence vs. teenage sex, smoking vs. non-smoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.).
3. Identify sources that can help to determine if media messages are true or false.
4. Apply refusal skills in choices related to media messages.

NM State Benchmark IV-C : Grades 5-8

Analyze the influence of technology on personal and family health.

NM Grade 5-6 Performance Standards

1. Recognize the purposes for technology and its impact on personal and family health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing; (i.e. internet, medical, conveniences, communication, etc.).
2. Describe advances in technology and how they positively and negatively impact personal and family health (i.e. use of computers and TVs. vs. physical activity time, effects on communication skills, access to medical care, etc.).

Power Standard 10 (Benchmark IV-A)

Identify and discuss qualities of cultures (both positive and negative) in the school and community and how they contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing.

STANDARD IV:

NM State Content Standard IV: Students will analyze the influence of culture, media, technology, and other factors on health.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

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NM State Benchmark IV-D : Grades 5-8

Analyze how information from peers influence health.

Power Standard 11 (Benchmark IV-D)

Recognize that there are multiple messages (positive and negative) about health from peers.

NM Grade 5-6 Performance Standards

1. Recognize that there are multiple messages (positive and negative) about health from peers.
2. Describe health messages peers give in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing (i.e. abstinence messages, drug, alcohol, tobacco use messages, suicide ideation, etc.).

Power Standard 12 (Benchmark IV-E)

Recognize and describe different feelings and the verbal and non-verbal forms of communication associated with them.

NM State Benchmark IV-E : Grades 5-8

Demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships.

NM Grade 5-8 Performance Standards

1. Recognize and describe different feelings and the verbal and non-verbal forms of communication associated with them.
2. Role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.

NM State Benchmark IV-F : Grades 5-8

Describe how the behavior of family and peers affects interpersonal communication..

NM Grade 5-8 Performance Standards

1. Recognize cultural diversity and it's influence on verbal and non-verbal communication.
2. Identify factors in the community (i.e. faith, values, habits, budgets, etc.) that influence behaviors of families and peers that affect interpersonal communication.
3. Describe how values are formed.

STANDARD IV:

NM State Content Standard IV: Students will analyze the influence of culture, media, technology, and other factors on health.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark IV-G : Grades 5-8

Demonstrate positive ways to express needs, wants, and feelings.

NM Grade 5-6 Performance Standards

1. Recognize feelings associated with different situations (i.e. conflict – frustration / satisfaction; birthday – happy / excited, etc.).
2. Describe and demonstrate how to express feelings in a positive way.
3. Describe and demonstrate how to respond appropriately to other people’s needs, wants and feelings.

NM State Benchmarks IV-H: Grades 5-8

Demonstrate ways to communicate care, consideration, and respect of self and others.

NM Grade 5-6 Performance Standards

1. Identify and demonstrate both verbal and non-verbal ways to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.

STANDARD V:

NM State Content Standard V: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark V-A : Grades 5-8

Demonstrate communication skills to build and maintain relationships..

Power Standard 13 (Benchmark V-A)

Demonstrate ways how to refuse to participate in an unhealthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing while maintain positive relationships

NM Grade 5-6 Performance Standards

1. Describe and demonstrate communication skills as a tool to enhance relationships.
2. Describe how someone may ask to participate in a healthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.
3. Demonstrate ways how to refuse to participate in an unhealthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing while maintain positive relationships.

Power Standard 14 (Benchmark V-C)

Discuss possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing

NM State Benchmarks V-B: Grades 5-8

Demonstrate refusal and negotiation skills to enhance health.

Power Standard 15 (Benchmark V-D)

Demonstrate conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.

NM Grade 5-6 Performance Standards

1. Demonstrate refusal and negotiation skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.
2. Discuss aggressive, passive and assertive ways to respond to conflict.
3. Demonstrate means to use a variety of conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.

NM State Benchmark V-C: Grades 5-8

Analyze the possible causes of conflict among youth in schools and communities.

NM Grade 5-6 Performance Standards

1. Discuss possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing

NM State Benchmark V-D: Grades 5-8

Demonstrate strategies to manage conflict in positive ways.

1. Demonstrate conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.

STANDARD VI:

NM State Content Standard VI: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark VI-A : Grades 5-8

Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.

NM Grade 5-8 Performance Standards

1. Demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing.

NM State Benchmark VI-B : Grades 5-8

Analyze how health-related decisions are influenced by individuals, family, peers, and community values.

NM Grade 5-8 Performance Standards

1. Describe the relationship between personal, family, peer and community values in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.
2. Describe the influences of culture, family, peers and communities on decisions in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.

Power Standard 16 (Benchmark VI-A)

Demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing.

Power Standard 17 (Benchmark VI-B)

Describe the relationship between personal, family, peer and community values in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.

STANDARD VII:

NM State Content Standard VI: Students will demonstrate the ability to advocate for personal, family, peer, and community health.

<p><u>NM State Benchmarks Grades 5-8</u></p>	<p><u>RRPS Grade 5-8 Power Standards</u> <i>While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
<p><u>NM State Benchmark VII-A : Grades 5-8</u> Predict how decisions regarding health behaviors have consequences for self and others.</p>	<p><u>Power Standard 18 (Benchmark VII-B)</u> Explain the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.</p> <p><u>Power Standard 19 (Benchmark VII-D)</u> Develop a personal wellness plan that addresses a personal health need and/or goal.</p>
<p><u>NM Grade 5-8 Performance Standards</u> 1. Draw conclusions as to why specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing (i.e. the decision to remain abstinent from sexual activity will lead to not having an unwanted pregnancy or sexually transmitted infection, the decision not to smoke a cigarette will help prevent lung cancer, etc.). 2. Summarize how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing contribute to the well being of self, family, peers, and communities (i.e. the decision to do physical activity as a family will lead to better physical and social health, etc.).</p>	
<p><u>NM State Benchmark VII-B : Grades 5-8</u> Apply strategies and skills needed to attain personal health goals.</p>	
<p><u>NM Grade 5-8 Performance Standards</u> 1. Explain the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing. 2. Set and apply strategies to attain a realistic personal health goal in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.</p>	
<p><u>NM State Benchmark VII-C : Grades 5-8</u> Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.</p>	
<p><u>NM Grade 5-8 Performance Standards</u> 1. Evaluate how health goals in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing change as individuals grow older (i.e. as a child, teenager, adult, etc.). 2. Evaluate how health goals in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing may change as information, abilities, priorities and responsibilities change.</p>	
<p><u>NM State Benchmarks VII-D: Grades 5-8</u> Develop a plan that addresses personal strengths, needs, and health risks.</p>	
<p><u>NM Grade 5-8 Performance Standards</u> 1. Identify personal strengths, needs and health risks. 2. Develop a personal wellness plan that addresses a personal health need and/or goal.</p>	

STANDARD VII:

NM State Content Standard VI: Students will demonstrate the ability to advocate for personal, family, peer, and community health.

<p><u>NM State Benchmarks Grades 5-8</u></p>	<p><u>RRPS Grade 5-8 Power Standards</u> <i>While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
<p><u>NM State Benchmark VII-E : Grades 5-8</u> Analyze various communication methods to accurately express health information and ideas.</p>	<p><u>Power Standard 20 (Benchmark VII-G)</u> Describe barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing and demonstrate ways to overcome those barriers.</p>
<p><u>NM Grade 5-8 Performance Standards</u> 1. Examine different ways to communicate health issues in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.</p>	
<p><u>NM State Benchmark VII-F : Grades 5-8</u> Express information and opinions about health issues.</p>	
<p><u>NM Grade 5-8 Performance Standards</u> 1. Recognize information and opinions about health issues in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing.</p>	
<p><u>NM State Benchmark VII-G : Grades 5-8</u> Identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.</p>	
<p><u>NM Grade 5-8 Performance Standards</u> 1. Describe barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing and demonstrate ways to overcome those barriers.</p>	
<p><u>NM State Benchmark VII-H : Grades 5-8</u> Demonstrate the ability to influence and support others in making health-enhancing choices.</p>	
<p><u>NM Grade 5-8 Performance Standards</u> 1. Role play how to help others make healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.</p>	
<p><u>NM State Benchmark VII-I : Grades 5-8</u> Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.</p>	
<p><u>NM Grade 5-8 Performance Standards</u> 1. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.</p>	