

RRPS District Standards: Health Education

Grade 7-8

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> Analyze how personal daily choices can affect future health status.
<u>NM Grade 7-8 Performance Standards</u> 1. Understand 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. Understand how healthy alternatives can replace unhealthy behaviors (i.e. abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs”, etc.). 3. Analyze how personal daily choices can affect future health status.	
<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 7-8 Performance Standards</u> 1. Analyze 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. Analyze 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. Understand 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. Analyze 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 2 (Benchmark I-C) Understand 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 Grade 7-8 Performance Standards 1. Understand 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 7-8 Performance Standards 1. Analyze 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:

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

<p><u>NM State Benchmarks: Grades 5-8</u></p>	<p><u>RRPS Grades 5-8 Power Standards</u> <i>While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
<p><u>NM State Benchmark I-E : Grades 5-8</u> Analyze how environments and personal health are interrelated.</p>	
<p><u>NM Grade 7-8 Performance Standards</u> 1. Analyze 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. Analyze the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.</p>	<p><u>Power Standard 3 (Benchmark I-H)</u> 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.</p>
<p><u>NM State Benchmark I-F : Grades 5-8</u> Describe ways to reduce risks related to adolescent health issues.</p>	
<p><u>NM Grade 7-8 Performance Standards</u> 1. Analyze 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. Analyze 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. Analyze 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, condom use, other pregnancy prevention methods, selection of healthy food choices, etc.).</p>	
<p><u>NM State Benchmarks I-G: Grades 5-8</u> Explain how health care can prevent premature death and disability.</p>	
<p><u>NM Grade 7-8 Performance Standards</u> 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. Understand how family history, genetics and preventive health care can affect personal health.</p>	
<p><u>NM State Benchmarks : Grades 5-8</u> Describe how lifestyle, pathogens, family history, and other risk factors are related to the prevention or cause of disease and other health problems.</p>	
<p><u>NM Grade 7-8 Performance Standards</u> 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.</p>	

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 7-8 Performance Standards

1. Explain the functions and effectiveness of school and community health information, products and services (i.e. school nurse, school-based health center, public health office, private health care provider, etc.).
2. Identify and evaluate products that claim to have a positive impact on health and/or wellness.
3. Research information to obtain accurate health information 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-B : Grades 5-8

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

NM Grade 7-8 Performance Standards

1. Analyze 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 (i.e. school-based health centers, primary care clinics, school nurse, etc.).
2. Analyze 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.
3. Identify and provide solutions to barriers for health care (i.e. costs, transportation, culture, accessibility, etc.).
4. 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.
5. 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 7-8 Performance Standards

1. Analyze why media messages may be misleading.
2. Interpret the goals of media (i.e. sell, entertain, etc.).
3. Analyze 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)

Identify and evaluate products that claim to have a positive impact on health and/or wellness and research information to obtain accurate health information in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.

Power Standard 5 (Benchmark II-C)

Analyze 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.

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 7-8 Performance Standards 1. Analyze 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. Demonstrate the ability 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. (i.e. how to access STI/HIV testing, pregnancy testing, help for depression, etc.).</p>	<p>Power Standard 6 (Benchmark II-D) Demonstrate the ability 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. (i.e. how to access STI/HIV testing, pregnancy testing, help for depression, etc.).</p>
<p>NM State Benchmark II-E: Grades 5-8 Compare the costs and validity of health products.</p>	
<p>NM Grade 7-8 Performance Standards 1. Analyze 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) pregnancy prevention vs. having a baby; etc.). 2. Analyze 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. Research 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 State Benchmark II-F: Grades 5-8 Describe situations requiring professional health services.</p>	
<p>NM Grade 7-8 Performance Standards 1. Analyze 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, STDs and other risky behavior, etc.). 2. Role play and/or discuss 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 may be pregnant, 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 7-8 Performance Standards

1. Analyze the significance of personal responsibility for healthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.
2. Use decision making skills to determine personal health goals 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 7-8 Performance Standards

1. Compare and contrast the relationships 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. Chart individual 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 logs, 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 7-8 Performance Standards

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

Power Standard 7 (Benchmark III-A)

Use decision making skills to determine personal health goals in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.

Power Standard 8 (Benchmark III-C)

Recognize negative or harmful behaviors in relationships and identify strategies to resolve the situation.

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-D : Grades 5-8

Demonstrate strategies to improve or maintain personal and family health.

NM Grade 7-8 Performance Standards

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

NM State Benchmark III-E : Grades 5-8

Demonstrate ways to avoid and reduce threatening situations

NM Grade 7-8 Performance Standards

1. Analyze threatening situations and reduction strategies to reduce them 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.).
3. Analyze the possible outcomes of being in dangerous situations and suggest safer options (i.e. riding a bike without a helmet, riding in a car with someone who is intoxicated, etc.).

NM State Benchmark III-F : Grades 5-8

Demonstrate strategies to manage stress.

NM Grade 7-8 Performance Standards

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

Power Standard 9 (Benchmark III-F)

Demonstrate strategies to manage stress.

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 7-8 Performance Standards

1. Explain how qualities within cultures (both positive and negative) in the school and community 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. Examine how the media and culture portrays gender roles (i.e. aggressive behavior for boys vs. submissive behavior for girls, media portrayal of sexual behavior for each gender, etc.).
3. Describe how community and cultural factors 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 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-B : Grades 5-8

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

NM Grade 7-8 Performance Standards

1. Examine health related advertisements and their influences on health behaviors (i.e. messages around sexual behavior, STIs/HIV, exercise, nutrition, violence, alcohol, etc.).
2. Explain 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. Describe 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 7-8 Performance Standards

1. Examine 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. Interpret how advances in technology positively and/or 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)

Examine how the media and culture portrays gender roles (i.e. aggressive behavior for boys vs. submissive behavior for girls, media portrayal of sexual behavior for each gender, etc.).

Power Standard 11 (Benchmark IV-B)

Explain 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.).

STANDARD IV:

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

<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 IV-D: Grades 5-8</u> Analyze how information from peers influence health.	
<u>NM Grade 7-8 Performance Standards</u> 1. Determine if health messages from peers are valid and discuss appropriate responses. 2. Identify how peers influence personal health choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing. 3. 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. sexual activity messages, drug, alcohol, tobacco use messages, suicide ideation, etc.).	<u>Power Standard 12 (Benchmark IV-D)</u> 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. sexual activity messages, drug, alcohol, tobacco use messages, suicide ideation, etc.).

STANDARD V:

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

<p>NM State Benchmarks Grades 5-8</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 State Benchmark V-A : Grades 5-8 Demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships.</p>	<p>Power Standard 13 (Benchmark V-B) Describe factors in the community (i.e. faith, values, habits, budgets, etc.) that influence behaviors of families and peers affect interpersonal communication.</p>
<p>NM Grade 7-8 Performance Standards 1. Recognize differences in people (i.e. cultural, gender, religion, etc.) and their influences on verbal and non-verbal communication. 2. Role play and analyze 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.</p>	
<p>NM State Benchmark V-B: Grades 5-8 Describe how the behavior of family and peers affects interpersonal communication..</p>	
<p>NM Grade 7-8 Performance Standards 1. Describe how cultural diversity influences verbal and non-verbal communication. 2. Describe factors in the community (i.e. faith, values, habits, budgets, etc.) that influence behaviors of families and peers affect interpersonal communication. 3. Analyze how values are formed.</p>	
<p>NM State Benchmark V-C : Grades 5-8 Demonstrate positive ways to express needs, wants, and feelings</p>	
<p>NM Grade 7-8 Performance Standards 1. Recognize feelings associated with different situations (i.e. conflict – frustration / satisfaction; birthday – happy / excited, etc.). 2. Analyze and demonstrate how to express feelings in a positive way. 3. Analyze and demonstrate how to respond appropriately to other people’s needs, wants and feelings.</p>	
<p>NM State Benchmark V-D : Grades 5-8 Demonstrate ways to communicate care, consideration, and respect of self and others.</p>	
<p>NM Grade 7-8 Performance Standards 1. Analyze 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.</p>	

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-E : Grades 5-8

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

NM Grade 5-8 Performance Standards

1. Analyze and demonstrate communication skills as a tool to enhance relationships;
2. Analyze why 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.

NM State Benchmark V-F : Grades 5-8

Demonstrate refusal and negotiation skills to enhance health.

NM Grade 5-8 Performance Standards

1. Analyze risky situations in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing and identify appropriate responses.
2. Give examples of and 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.
3. Analyze aggressive, passive and assertive ways to respond to conflict.
4. Explain and 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-G : Grades 5-8

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

NM Grade 7-8 Performance Standards

1. Discuss and analyze 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.
2. Describe possible solutions to resolving 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-H : Grades 5-8

Demonstrate strategies to manage conflict in positive ways.

NM Grade 7-8 Performance Standards

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.

Power Standard 14 (Benchmark V-F)

Explain and 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.

Power Standard 15 (Benchmark V-G)

Describe possible solutions to resolving 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..

STANDARD VI:

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

<p><u>NM State Benchmark VI-A Grades 5-8</u> Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively</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 Grade 7-8 Performance Standards</u> 1. Describe and 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. 2. Analyze the difference between making an individual decision or in consultation with others.</p>	<p><u>Power Standard 16 (Benchmark VI-A)</u> Describe and 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.</p>
<p><u>NM State Benchmark VI-B Grades 5-8</u> Analyze how health-related decisions are influenced by individuals, family, peers, and community values</p>	<p><u>Power Standard 17 (Benchmark VI-B)</u> Describe and analyze 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.</p>
<p><u>NM Grade 7-8 Performance Standards</u> 1. Describe and analyze 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 and analyze 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.</p>	

STANDARD VII:

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

<p>NM State Benchmark VII-A: Grades 5-8 Predict how decisions regarding health behaviors have consequences for self and others.</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 7-8 Performance Standards</p> <ol style="list-style-type: none"> Analyze 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 use a condom if sexually active will help prevent an unwanted pregnancy or sexually transmitted infection, the decision not to drink at the party will help prevent making other risk taking decisions while intoxicated, etc.). Analyze how impulsive actions related to 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. having sex without protection can lead to unwanted pregnancy and/or sexually transmitted infections, taking drugs can lead to addictive behavior, etc.). Analyze 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. 	<p>Power Standard 18 (Benchmark VII-B) Set and apply strategies to attain a realistic personal health goal in at least one of 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 19 (Benchmark VII-C) Analyze 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>NM State Benchmark VII-B: Grades 5-8 Apply strategies and skills needed to attain personal health goals.</p>	
<p>NM Grade 7-8 Performance Standards</p> <ol style="list-style-type: none"> Analyze 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. Set and apply strategies to attain a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing. 	
<p>NM State Benchmark VII-C: Grades 5-8 Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities</p>	
<p>NM Grade 7-8 Performance Standards</p> <ol style="list-style-type: none"> Analyze 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.). Analyze 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. 	

STANDARD VII:

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

<p><u>NM State Benchmark VII-D: Grades 5-8</u> Develop a plan that addresses personal strengths, needs, and health risks.</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 Grade 7-8 Performance Standards</u> 1. Identify personal strengths, needs and health risks. 2. Develop and implement a personal wellness plan that addresses a personal health need and/or goal.</p>	<p><u>Power Standard 20 (Benchmark VII-D)</u> Develop and implement a personal wellness plan that addresses a personal health need and/or goal.</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 21 (Benchmark VII-F)</u></p>
<p><u>NM Grade 7-8 Performance Standards</u> 1. Analyze 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>Define and analyze 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-F: Grades 5-8</u> Express information and opinions about health issues.</p>	
<p><u>NM Grade 7-8 Performance Standards</u> 1. Define and analyze 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 7-8 Performance Standards</u> 1. Analyze 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 describe 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 7-8 Performance Standards</u> 1. Role play and analyze 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>	

STANDARD VII:

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

NM State Benchmark VII-I: Grades 5-8

Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.

RRPS Grade 5-8 Power Standards

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

NM Grade 7-8 Performance Standards

1. Role play and analyze how to work cooperatively when advocating for healthy individuals, families and schools in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.