

RRPS District Standards: Health Education

Grade 9-12

10/2006

STANDARD I:

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

<p>NM State Benchmark I-A Grades 9-12 Analyze how behavior can impact health maintenance and disease prevention.</p>	<p>RRPS Grade 9-12 Power Standards <i>While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
<p>NM Grade 9-12 Performance Standards</p> <ol style="list-style-type: none">1. Differentiate between risks and benefits regarding choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.2. Identify alternatives to health risk 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, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs”, etc.).3. Identify ways to avoid health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.4. Discuss and analyze the difference(s) between healthy and unhealthy relationships.5. Explain how attitude(s) and behavior(s) affect health of self and others.	<p>Power Standard 1 (Benchmark I-A) Differentiate between risks and benefits regarding 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>Power Standard 2 (Benchmark I-A) Identify alternatives to health risk 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, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs”, etc.).</p>
<p>NM State Benchmark I-B : Grades 9-12 Describe the interrelationships of mental, emotional, social, and physical health throughout life. (ie. Wellbeing)</p>	
<p>NM Grade 9-12 Performance Standards</p> <ol style="list-style-type: none">1. Identify and analyze how social systems, peer pressure, and family history relate to mental, emotional, social, and physical health throughout life.2. Describe the relationship between actions and consequences in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing and the impact on mental, emotional, social, and physical health throughout life (i.e. unintended pregnancy, STIs, HIV, chronic diseases, addiction, intentional and unintentional injuries, depression, suicide, etc.).3. Explain relationship between risk behaviors and health 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. drinking and sexual behavior, lack of physical activity/nutrition choices and chronic diseases, etc.).4. Describe how emotions affect health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; 5. social and emotional wellbeing (i.e. attraction, love, lust, infatuation, jealousy, anger, etc.).5. Describe ways to manage stress (i.e. physical activity, relaxation, etc.).	

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<u>NM State Benchmarks Grades 9-12</u>	<u>RRPS Grade 9-12 Power Standards</u> <i>While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.</i>
<u>NM State Benchmark I-C: Grades 9-12</u> Explain the impact of personal health behaviors on the functioning of body systems.	<u>Power Standard 3 (Benchmark I-C)</u> Explain the benefits of healthy food choices and physical activity on body systems (i.e. weight gain/loss, heart disease, diabetes, etc.). <u>Power Standard 4 (Benchmark I-D)</u> Identify how family, peer and community factors 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 (i.e. religion, culture, family values, budget, etc.).
<u>NM Grade 9-12 Performance Standards</u> 1. Identify and analyze health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing on the functioning of body systems (i.e. physical activity and the respiratory system, contracting a sexuality transmitted disease, the reproductive system, etc.). 2. Identify emotional and physical changes that occur during puberty. 3. Identify the impact of health screenings on personal health and wellness. 4. Identify ways in which diseases are transmitted (i.e. HIV, bacterial diseases, viral diseases, etc.). 5. Describe how untreated health conditions can affect the functioning of body systems (i.e. an untreated sexually transmitted infection on the reproductive system, untreated asthma on the respiratory system, etc.). 6. Explain the benefits of healthy food choices and physical activity on body systems (i.e. weight gain/loss, heart disease, diabetes, etc.).	
<u>NM State Benchmark I-D: Grades 9-12</u> Analyze how the family, peers, and community influence the health of individuals.	
<u>NM Grade 9-12 Performance Standards</u> 1. Identify and analyze how family, peers and community can be helpful or a hindrance to healthy behaviors (i.e. family choices for meals, community norms for sexual behavior, etc.). 2. Describe how family, peer, and community influence the ability to apply refusal 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 how inappropriate behavior such as bullying, harassment, and intentional injury, influence the health of individuals. 4. Identify how family, peer and community factors 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 (i.e. religion, culture, family values, budget, etc.).	

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NM State Benchmarks : Grades 9-12	RRPS Grades 9-12 Power Standards <i>While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.</i>
NM State Benchmark I-E : Grades 9-12 Analyze how the environment influences the health of the community.	
NM Grade 9-12 Performance Standards 1. Identify and analyze how environmental influences can be helpful or a hindrance to healthy behaviors (i.e. cultural, family history, socio-economic status and social norms on choices for meals, relationships, physical activity, etc.). 2. Analyze how environmental influences affect behavior in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing (i.e. riding a bike vs. driving a car, personal relationships, etc.).	
NM State Benchmark I-F : Grades 9-12 Describe how to delay onset and reduce risks of potential health problems during adulthood.	
NM Grade 9-12 Performance Standards 1. Describe and analyze how behaviors practiced early in life can potentially affect health problems during adulthood in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing (i.e. smoking as a teenager and lung disease, poor nutritional choice and lack of physical activity and chronic diseases, sexual activity/unprotected sex and teen pregnancy/STIs/HIV, etc.). 2. Demonstrate knowledge of pregnancy prevention and prevention of sexually transmitted infections. 3. Understand human reproduction and how pregnancy can be prevented through the use of various methods of contraception including barrier and hormonal methods. 4. Understand the concept of sexually transmitted infections and recognize prevention strategies including abstinence, the proper use of condoms and immunizations.	
NM State Benchmark I-G : Grades 9-12 Analyze how public health policies and government regulations influence health promotion and disease prevention.	
NM Grade 9-12 Performance Standards 1. Research local, state, and national regulations and policies that influence health promotion and disease prevention 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 policies are developed that influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.	

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<u>NM State Benchmarks Grades 9-12</u>	<u>RRPS Grade 9-12 Power Standards</u> <i>While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.</i>
<u>NM State Benchmark I-H: Grades 9-12</u> Analyze how the prevention and control of health problems are influenced by research and medical advances.	
<u>NM Grade 9-12 Performance Standards</u> 1. Identify scientific journals, agencies and/or organizations that contribute to research and medical advances in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing. 2. Analyze how research and medical advances can influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing (i.e. new treatment in diabetes control, etc.).	

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 9-12

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

NM Grade 9-12 Performance Standards

1. Explain and evaluate 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. Evaluate health information products and services advertised by media.
3. Demonstrate the ability to evaluate 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 9-12

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

NM Grade 9-12 Performance Standards

1. Evaluate 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. 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.
3. Identify and devise 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.

RRPS Grade 9-12 Power Standards

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

Power Standard 5 (Benchmark II-A)

Demonstrate the ability to evaluate health information 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 9-12

Evaluate factors that influence personal selection of health products and services.

NM Grade 9-12 Performance Standards

1. Evaluate the characteristics media uses to influence the selection of health products and services.
2. Describe influences of cultural beliefs and how they influence personal selection of health products and services.
3. Explain factors in the community that influence health choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing (i.e. religion, values, habits, budget, etc.).
4. Demonstrate and discuss ways to avoid risky behavior 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-D: Grades 9-12

Demonstrate the ability to access school and community health services for self and others.

NM Grade 9-12 Performance Standards

1. Demonstrate the ability to access local health resources 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, local health facilities, walking trails, etc.).
2. Demonstrate how to determine the appropriate school and community health 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. where to go for immunizations, wellness check-up, pregnancy/STI/HIV testing, help for depression, treatment for diabetes, etc.).

NM State Benchmark II-E: Grades 9-12

Analyze the cost and accessibility of health care services.

NM Grade 9-12 Performance Standards

1. Demonstrate the ability to compare cost and accessibility of health care services in the community and benefits of those that are more affordable (i.e. walking vs. joining a club for exercise, public health clinic vs. private doctor, sexual activity/unprotected sex vs. teen pregnancy/STIs/HIV, etc.).
2. Analyze the availability and costs of health care services 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 smoking cessation class, nutrition education programs, prenatal care; etc.).

RRPS Grade 9-12 Power Standards

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Power Standard 6 (Benchmark II-C)

Explain factors in the community that influence health choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing (i.e. religion, values, habits, budget, etc.).

Power Standard 7 (Benchmark II-D)

Demonstrate the ability to access local health resources 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, local health facilities, walking trails, etc.).

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-F: Grades 9-12

Analyze situations requiring professional health services.

NM Grade 9-12 Performance Standards

1. Prepare a plan of action for 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, teen pregnancy, STIs, HIV, etc.).
2. Analyze situations related to health crises 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, a friend tells you they are pregnant, etc.).
3. Demonstrate how to access professional health services in your community.

RRPS Grade 9-12 Power Standards

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

Power Standard 8 (Benchmark II-F)

Analyze situations related to health crises 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, a friend tells you they are pregnant, 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 9-12

RRPS Grade 9-12 Power Standards

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

NM State Benchmark III-A : Grades 9-12

Analyze the role of individual responsibility for enhancing health.

NM Grade 9-12 Performance Standards

1. Analyze the significance of personal responsibility and consequences 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. Demonstrate 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 9-12

Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.

NM Grade 9-12 Performance Standards

1. Differentiate among 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 and analyze 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 9-12

Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.

NM Grade 9-12 Performance Standards

1. Demonstrate skills to avoid risky and/or harmful behaviors in relationships (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 and analyze negative or harmful behaviors in relationships, and identify strategies to resolve the situation.
3. Identify consequences of risky and harmful behaviors on 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

Power Standard 9 (Benchmark III-B)

Chart and analyze 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.).

Power Standard 10 (Benchmark III-C)

Recognize and analyze 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 9-12

RRPS Grade 9-12 Power Standards

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NM State Benchmark III-D : Grades 9-12

Develop management strategies to improve or maintain personal, family, peer, and community health.

NM Grade 9-12 Performance Standards

1. Describe personal, family, peer, community and cultural strengths in maintaining or improving healthy behaviors (i.e. eating patterns and physical activity as related to healthy behaviors, tobacco, alcohol and/or other drug use, how families deal with conflict, etc.).
2. Develop personal, family, community, and cultural health goals and management strategies for achieving the 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-E : Grades 9-12

Develop injury prevention strategies for personal, family, peer, and community health.

NM Grade 9-12 Performance Standards

1. Analyze personal, family, peer and community factors that contribute to intentional and unintentional injuries (i.e. use of alcohol/other drugs, steroid use, food safety, etc.).
2. Describe prevention strategies to avoid intentional and unintentional injuries.
3. Demonstrate refusal skills related to personal safety in the areas of physical, emotional, or sexual abuse.
4. Demonstrate effective negotiation and risk avoidance strategies for avoiding unwanted sexual activity.

NM State Benchmark III-F : Grades 9-12

Demonstrate ways to avoid and reduce threatening situations.

NM Grade 9-12 Performance Standards

1. Recognize threatening situations and formulate 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, date rape, etc.).
3. Reflect on the possible outcomes of being in dangerous situations and explain different options that could have been chosen (i.e. riding a motorcycle without a helmet, driving a car while intoxicated, having unprotected sex, etc.).
4. Demonstrate effective negotiation and risk avoidance strategies for avoiding unwanted sexual activity.

Power Standard 11 (Benchmark III-F)

Recognize threatening situations and formulate 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.

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 9-12

RRPS Grade 9-12 Power Standards

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

NM State Benchmark IV-A : Grades 9-12

Evaluate strategies to manage stress.

Power Standard 12 (Benchmark IV-A)

Evaluate stressors and strategies to manage stress to reduce their harmful effects.

NM Grade 9-12 Performance Standards

1. Evaluate stressors and strategies to reduce their harmful effects.
2. Explain the immediate and long term effects of stress on the body.
3. Demonstrate ways 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 9-12

RRPS Grade 9-12 Power Standards

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NM State Benchmark IV-B : Grades 9-12

Analyze how cultural practices can enrich or challenge health behaviors.

Power Standard 13 (Benchmark IV-B)

Explain how cultural practices and values (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; gender roles, personal safety, mental, social and emotional wellbeing.

NM Grade 9-12 Performance Standards

1. Explain how cultural practices (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. Analyze 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. Analyze cultural values and beliefs with personal values and beliefs 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 IV-C)

Explain positive and negative health messages and related advertisements 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. condom use vs. unprotected sex, smoking vs. non-smoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.).

NM State Benchmark IV-C : Grades 9-12

Evaluate the effect of media and other factors on personal, family, peer, and community health.

Power Standard 15 (Benchmark IV-D)

Compare and contrast how advances in technology positively and/or negatively impact personal, family, peer and community health (i.e. use of computers and TVs. vs. physical activity time, effects on communication skills, access to medical care, etc.).

NM Grade 9-12 Performance Standards

1. Analyze health related advertisements and their influences on health behaviors (i.e. messages around sexual behavior, STIs/HIV, condom use, 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. condom use vs. unprotected sex, smoking vs. non-smoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.).
3. Analyze sources that can help to determine if media messages are true or false.
4. Demonstrate refusal skills in choices related to media messages.

NM State Benchmark IV-D : Grades 9-12

Evaluate the impact of technology on personal, family, peer, and community health.

NM Grade 9-12 Performance Standards

1. Analyze the purposes for technology and its impact on personal, family, peer and community 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. Compare and contrast how advances in technology positively and/or negatively impact personal, family, peer and community health (i.e. use of computers and TVs. vs. physical activity time, effects on communication skills, access to medical care, etc.).

STANDARD V:

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

NM State Benchmarks Grades 9-12

RRPS Grade 9-12 Power Standards

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

NM State Benchmark V-A : Grades 9-12

Demonstrate skills for communicating effectively with family, peers, and others.

NM Grade 9-12 Performance Standards

1. Role play and analyze effective verbal and non-verbal communication skills with family, peers and others 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 effective and ineffective verbal and non-verbal communication skills with family, peers and others 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-B : Grades 9-12

Analyze how interpersonal communication affects relationships.

NM Grade 9-12 Performance Standards

1. Analyze how cultural diversity influences verbal and non-verbal communication.
2. Role play and analyze interpersonal communication skills that affect relationships 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 9-12

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

NM Grade 9-12 Performance Standards

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

NM State Benchmark V-D : Grades 9-12

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

NM Grade 9-12 Performance Standards

1. Role play and analyze 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.

Power Standard 16 (Benchmark V-A)

Compare and contrast effective and ineffective verbal and non-verbal communication skills with family, peers 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.

<p><u>NM State Benchmarks Grades 9-12</u></p>	<p>RRPS Grade 9-12 Power Standards <i>While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
<p><u>NM State Benchmark V-E : Grades 9-12</u> Demonstrate strategies for solving interpersonal conflicts without harming self or others.</p> <p><u>NM Grade 9-12 Performance Standards</u> 1. Demonstrate skills used in conflict resolution 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 aggressive, passive and assertive ways to respond to conflict. 3. 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.</p>	<p><u>Power Standard 17 (Benchmark V-E)</u> 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.</p>
<p><u>NM State Benchmark V-F : Grades 9-12</u> Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.</p>	
<p><u>NM Grade 9-12 Performance Standards</u> 1. Demonstrate and 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. Role play and analyze 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. Demonstrate effective negotiations and risk avoidance strategies (i.e. avoiding unwanted pregnancy, alcohol, tobacco and other drug use, bullying behavior, poor nutritional choices, physical inactivity, etc.).</p>	
<p><u>NM State Benchmark V-G : Grades 9-12</u> Analyze the possible causes of conflict in schools, families, and communities</p>	
<p><u>NM Grade 9-12 Performance Standards</u> 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. Design 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..</p>	
<p><u>NM State Benchmark V-H : Grades 9-12</u> Demonstrate strategies to prevent conflict</p>	
<p><u>NM Grade 9-12 Performance Standards</u> 1. Demonstrate and analyze 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.</p>	

STANDARD VI:

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

<p>NM State Benchmarks Grades 9-12</p>	<p>RRPS Grade 9-12 Power Standards <i>While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
<p>NM State Benchmark VI-A : Grades 9-12 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.</p>	<p>Power Standard 18 (Benchmark VI-A) Analyze and demonstrate strategies used 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>NM Grade 9-12 Performance Standards 1. Analyze and demonstrate strategies used 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>Power Standard 19 (Benchmark VI-C) Predict and analyze how impulsive actions relate 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.).</p>
<p>NM State Benchmark VI-B : Grades 9-12 Analyze health concerns that require collaborative decision-making.</p>	
<p>NM Grade 9-12 Performance Standards 1. Describe health issues that require decision making in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing. 2. Role play and analyze the difference between making an individual decision or in collaboration with others 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 VI-C : Grades 9-12 Predict the immediate and long-term impact of health decisions on the individual, family, peers, and community.</p>	
<p>NM Grade 9-12 Performance Standards 1. Predict how 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.). 2. Predict and analyze how impulsive actions relate 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.). 3. Predict and 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>	

STANDARD VI:

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

<p>NM State Benchmark VI-D : Grades 9-12 Implement a plan for attaining a personal health goal</p>	<p>RRPS Grade 9-12 Power Standards <i>While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
<p>NM Grade 9-12 Performance Standards 1. 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. 2. Create strategies and implement a plan 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 20 (Benchmark VI-F) Develop and implement a personal wellness plan that includes both short and long term goals and describe how that plan can be effective for lifelong health and wellness.</p>
<p>NM State Benchmark VI-E : Grades 9-12 Evaluate progress toward achieving personal health goals.</p>	
<p>NM Grade 9-12 Performance Standards 1. Create strategies and implement an evaluation plan in attaining 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>NM State Benchmark VI-F : Grades 9-12 Formulate an effective plan for lifelong health.</p>	
<p>NM Grade 9-12 Performance Standards 1. Develop and implement a personal wellness plan that includes both short and long term goals and describe how that plan can be effective for lifelong health and wellness.</p>	

STANDARD VII:

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

<p>NM State Benchmarks : Grades 9-12 Implement a plan for attaining a personal health goal</p>	<p>RRPS Grade 9-12 Power Standards <i>While all Benchmarks standards are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
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<p>NM State Benchmark VII-A : Grades 9-12 Evaluate the effectiveness of communication methods for accurately expressing health information and ideas.</p>	<p>Power Standard 21 (Benchmark VII-B) 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>NM Grade 9-12 Performance Standards 1. Role play and evaluate 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>NM State Benchmark VII-B : Grades 9-12 Express information and opinions about health issues.</p>	<p>Power Standard 22 (Benchmark VII-C) 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 illustrate ways to overcome those barriers.</p>
<p>NM Grade 9-12 Performance Standards 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>NM State Benchmark VII-C : Grades 9-12 Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.</p>	<p>Power Standard 23 (Benchmark VII-E) Create positive health messages 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 9-12 Performance Standards 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 illustrate ways to overcome those barriers.</p>	
<p>NM State Benchmark VII-D : Grades 9-12 Demonstrate the ability to influence and support others in making health-enhancing choices.</p>	
<p>NM Grade 9-12 Performance Standards 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>	
<p>NM State Benchmark VII-E : Grades 9-12 Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.</p>	
<p>NM Grade 9-12 Performance Standards 1. Identify how healthy messages and communication techniques can target different audiences. 2. Create positive health messages in the areas related to sexuality; nutrition, alcohol; tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.</p>	

