

RRPS District Standards: HEALTH

Grades 1-2

<u>NM State Benchmarks Grades 1-2</u>	<u>RRPS Grades 1-2 Power Standards</u> <i>While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.</i>
<p><u>NM State Benchmark I-A: Grades 1-2</u> Identify/describe/understand the relationships between personal health behaviors and individual well being.</p>	<p><u>Power Standard 1 (Benchmark I-A)</u> Grade 2 Only Describe how personal choices relate to health and how the consequences of those choices affect self and others (i.e. smoking, lack of physical activity, nutrition, personal hygiene, personal safety, etc.)</p> <p>Examples: What are the consequences of your personal choices in regards to:</p> <ol style="list-style-type: none"> a. Use of alcohol, tobacco & other drugs b. Lack of physical activity c. Nutrition d. Personal hygiene e. Personal safety f. Amount of sleep g. Harming others
<p><u>NM Grades 1-2 Performance Standards</u> 1. Describe how personal choices relate to health and how the consequences of those choices affect self and others (i.e. smoking, lack of physical activity, nutrition, personal hygiene, personal safety, etc.) 2. Describe characteristics of healthy and unhealthy relationships (i.e. describe the unique differences of self and others, etc.) 3. Recognize what is meant by good hygiene (i.e. describe the importance of hand washing in disease prevention, etc.)</p>	
<p><u>NM State Benchmark I-B: Grades 1-2</u> Identify examples of mental, emotional, social, and physical health during childhood</p>	
<p><u>NM Grades 1-2 Performance Standards</u> 1. Describe different emotions 2. Describe compassionate behavior and its relationship to diversity (i.e. bullying, disabilities, other special needs, etc.) 3. Identify the differences between safe and unsafe situations (bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, etc.)</p>	<p><u>Power Standard 2 (Benchmark I-D)</u> Grade 1 Only Identify the differences between safe and unsafe situations (i.e. bullying, good touch/bad touch, alcohol, tobacco and other drugs, food contamination, poisonous substances, etc.)</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Bullying 2. good touch/bad touch 3. alcohol 4. tobacco 5. drugs 6. poisons/food contamination
<p><u>NM State Benchmark I-C: Grades 1-2</u> Describe the basic structure and functions of the human body systems</p>	
<p><u>NM Grades 1-2 Performance Standards</u> 1. Know the effects of lifestyle choices on body systems (i.e. alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, etc.) 2. Identify and list how stress and emotions affect the body systems 3. Understand correct terminology for the human body</p>	
<p><u>NM State Benchmark I-D: Grades 1-2</u> Describe how physical, social, emotional environments influence personal health</p>	
<p><u>NM Grades 1-2 Performance Standards</u> 1. Describe the behaviors that could affect other people (i.e. smoking, drinking, physical activity, nutrition, etc.) 2. Identify the differences between safe and unsafe situations (i.e. bullying, good touch/bad touch, alcohol, tobacco and other drugs, food contamination, poisonous substances, etc.) 3. Know how to access help (i.e. dial 911 in an emergency, trusted adult, etc.)</p>	

NM State Benchmark I-E: Grades 1-2

Identify common health issues of children

NM Grades 1-2 Performance Standards

1. Describe common physical health issues of children in same age group (i.e. intentional and unintentional injury, personal hygiene, etc.)
2. Describe common social health issues of children in same age group (i.e. peer pressure, relationships, etc.)
3. Describe common emotional health issues of children of children in same age group (i.e. affects of bullying, when family member is sick, sadness, domestic violence, etc.)
4. Describe common environmental health issues that affect children in same age group (i.e. second hand smoke, litter, noise, etc.)

NM State Benchmark I-F: Grades 1-2

Identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented and/or treated

NM Grades 1-2 Performance Standards

1. Describe symptoms of illness (i.e. runny nose, coughing, fever, stomach ache, sadness, etc.)
2. List individuals that can help with detecting and treating childhood injuries and illnesses (i.e. parents, grandparents, teacher, counselor, nurse, doctor, etc.)
3. Describe the benefits of following the directions of health care providers
4. Describe safety rules for different situations (i.e. playground safety, bus safety, classroom rules, etc.)
5. Describe the importance of taking personal responsibility for actions

<u>NM State Benchmarks Grades 1-2</u>	<u>RRPS Grades 1-2 Power Standards</u> <i>While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.</i>
<u>NM State Benchmark II-A: Grades 1-2</u> Identify characteristics of valid health information and health promoting products and services	
<u>NM Grades 1-2 Performance Standards</u> 1. Identify safe and unsafe products in the home and community (i.e. bleach vs. milk, used needles, etc.) 2. Identify health-promoting products and services (i.e. food choices, community services, physical activity, etc.) 3. Identify where to seek valid health information (i.e. doctor, dentist, nurse, counselor, appropriate adult, etc.)	<u>Power Standard 3 (Benchmark II-A)</u> Grade 2 Only Identify health-promoting products and services (i.e. food choices, community services, physical activity, etc.) Examples: 1. Food choices 2. Participating in organized sports 3. Playing outside at city parks 4. Regular dental & physical check ups
<u>NM State Benchmark II-B: Grades 1-2</u> Demonstrate the ability to locate resources from home, school, and community that provide valid health information	
<u>NM Grades 1-2 Performance Standards</u> 1. Understand how to use emergency phone numbers (i.e. 911, poison control, etc.) 2. Identify safe adults (i.e. parents, teachers, doctor, dentist, nurse, counselor, appropriate adult, etc.) 3. Recognize unsafe environments/situations 4. Identify where to seek valid health information	<u>Power Standard 4 (Benchmark II-B)</u> Grade 1 Only Identify safe adults (i.e. parents, teachers, doctor, dentist, nurse, counselor, appropriate adult, etc.) Examples: 1. parents 2. teachers 3. doctor 4. dentist 5. nurse 6. counselor 7. appropriate adult 8. police 9. firemen 10. emergency medical 11. principal 12. mediator
<u>NM State Benchmark II-C: Grades 1-2</u> Explain how the media influences the selection of health information, products, and services	
<u>NM Grades 1-2 Performance Standards</u> 1. Recognize that media messages may be misleading 2. Recognize the goals of media (i.e. sell, entertain, etc.) 3. Recognize media messages that may contain both healthy and unhealthy messages in areas related to sexuality; nutrition; alcohol, tobacco, and other drugs use; physical activity; personal safety; mental, social and emotional wellbeing	
<u>NM State Benchmark II-D: Grades 1-2</u> Demonstrate the ability to locate school and community health helpers	
<u>NM Grades 1-2 Performance Standards</u> 1. Recognize safety officials (i.e. police, fire, security, crossing guards, etc.) 2. Identify safe adults (i.e. parents, teachers, doctor, nurse, counselor, appropriate adult, etc.)	

NM State Benchmarks Grades 1-2	RRPS Grades 1-2 Power Standards <i>While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.</i>
NM State Benchmark III-A: Grades 1-2 Identify responsible health behaviors	<p>Power Standard 5 (Benchmark III-B) Grade 1 Only Recognize personal safety rules (i.e. don't push others, use playground safety, don't go with strangers, etc)</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Keep hands and feet to yourself 2. Use playground safety rules 3. Use classroom, bus & school safety rules 4. Follow "Stranger Danger" and "Good touch/Bad Touch guidelines" <ol style="list-style-type: none"> a. Yell stop b. Run away c. Tell an adult and keep telling until they listen <p>Power Standard 6 (Benchmark III-D) Grade 2 Only Identify ways to improve or maintain personal 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. eat fruits and vegetables, exercise, don't smoke, etc.)</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. How can your decisions about keeping your hands and feet to yourself improve or maintain your relationships? 2. How can your decisions about listening and respecting others when others say "Stop" improve or maintain relationships? 3. How can your decisions about nutrition improve or maintain your health? 4. How can your decisions about alcohol, tobacco, and drugs improve or maintain your health? 5. How can your decisions about physical activity improve or maintain your health? 6. How can your decisions about personal safety improve or maintain your health? 7. How can the ways you interact with others improve or maintain your health?
NM Grades 1-2 Performance Standards 1. Recognize responsible health behaviors in self and others (i.e. personal hygiene, not drinking and driving, daily physical activity, eating fruits and vegetables, etc.) 2. Demonstrate conflict resolution skills	
NM State Benchmark III-B: Grades 1-2 Identify personal health needs	
NM Grades 1-2 Performance Standards 1. Describe where to go when you don't feel good (i.e. parent, teacher, school nurse, etc.) 2. Demonstrate the importance of hygiene (i.e. washing hands to avoid colds, etc.) 3. Recognize personal safety rules (i.e. don't push others, use playground safety, don't go with strangers, etc)	
NM State Benchmark III-C: Grades 1-2 Compare behaviors that are safe to those that are risky or harmful	
NM Grades 1-2 Performance Standards 1. Identify when to report dangerous situations to an adult 2. Identify behaviors that are safe and unsafe 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-D: Grades 1-2 Demonstrate strategies to improve or maintain personal health	
NM Grades 1-2 Performance Standards 1. Identify ways to improve or maintain personal 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. eat fruits and vegetables, exercise, don't smoke, etc.) 2. Describe 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. Identify healthy 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. walk away from a fight, participate in physical activity, identify healthier foods from a list of foods, etc.)	
NM State Benchmark III-E: Grades 1-2 Develop injury prevention and management strategies for personal health	
NM Grades 1-2-2 Performance Standards 1. Demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing 2. Demonstrate safety rules at home, in school and in the community	

<p><u>NM State Benchmark III-F: Grades 1-2</u> Demonstrate ways to avoid and reduce threatening situations</p>	
<p><u>NM Grades 1-2-2 Performance Standards</u> 1. Identify trusted adults to go to when faced with a threatening situation</p>	
<p><u>NM State Benchmark III-G: Grades 1-2</u> Apply skills to manage stress</p>	
<p><u>NM Grades 1-2 Performance Standards</u> 1. Identify situations that cause stress and recognize that stress is not always negative (i.e. bullies, going to a birthday party, reading out loud, etc.) 2. List activities that help reduce stress (i.e. physical activity, reading, etc.)</p>	
<p><u>NM State Benchmarks Grades 1-2</u></p>	<p><u>RRPS Grades 1-2 Power Standards</u> <i>While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
<p><u>NM State Benchmark IV-A: Grades 1-2</u> Describe how cultures within the local community influence personal health behaviors</p>	
<p><u>NM Grades 1-2 Performance Standards</u> 1. Recognize similarities and differences in cultures within the community 2. Recognize how media and culture portrays gender roles (i.e. pink = girls, blue = boys, short hair vs. long hair, different toys, etc.) 3. Identify how school and community values relate 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</p>	
<p><u>NM State Benchmark IV-B: Grades 1-2</u> Explain how media influences thoughts, feelings, and health behaviors</p>	
<p><u>NM Grades 1-2 Performance Standards</u> 1. Identify different forms of media (i.e. TV, newspaper, magazines, radio, etc.) 2. Identify the purposes for media (i.e. entertain, sell products, promote services, etc.) 3. Understand that not all media messages are true 4. Recognize how media influences feeling and thoughts</p>	
<p><u>NM State Benchmark IV-C: Grades 1-2</u> Describe ways technology can influence personal health</p>	
<p><u>NM Grades 1-2 Performance Standards</u> 1. Identify different forms of technology (i.e. computers, video games, microwaves, cell phones, etc.) 2. Identify the purposes for technology (i.e. convenience, entertainment, selling products, promoting services, etc.) 3. Understand that technology effects how we live</p>	
<p><u>NM State Benchmark IV-D: Grades 1-2</u> Explain how information from school and family influences health</p>	
<p><u>NM Grades 1-2 Performance Standards</u> 1. Recognize health messages families 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. what types of snacks you eat at home, stranger danger, family activities, etc.) 2. List different types of families (two parents, single parents, extended families, etc.)</p>	

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<p><u>NM State Benchmark V-A: Grades 1-2</u> Distinguish between verbal and non-verbal communication</p>	<p><u>Power Standard 7 (Benchmark V-C)</u> Grade 1 Only Explain how to express feelings in a positive way</p>
<p><u>NM Grades 1-2 Performance Standards</u> 1. Identify the differences between verbal and non-verbal communication 2. Describe how people communicate in different ways 3. Recognize different feelings and the verbal and non-verbal forms of communication associated with them</p>	<p>Examples: 1. Use “I feel” statements 2. Use mediation 3. Ask an adult for help 4. Walk away, take a deep breath, count to 10 5. Problem Solving Strategies – a. What is the problem b. What are some solutions i. Is it safe? ii. How might people feel? iii. Is it fair? iv. Will it work c. Choose a solution d. Is it working? i. If not? Try another solution</p>
<p><u>NM State Benchmark V-B: Grades 1-2</u> Describe characteristics needed to be a responsible friend and family member</p>	
<p><u>NM Grades 1-2 Performance Standards</u> 1. List ways a person can show responsibility for their own health behaviors</p>	
<p><u>NM State Benchmark V-C: Grades 1-2</u> Demonstrate positive ways to express needs, wants, and feelings</p>	
<p><u>NM Grades 1-2 Performance Standards</u> 1. Explain feelings associated with different situations (i.e. conflict – frustration/ satisfaction; birthday – happy/excited, etc) 2. Explain how to express feelings in a positive way</p>	
<p><u>NM State Benchmark V-D: Grades 1-2</u> Demonstrate ways to communicate care, considerations, and respect of self and others</p>	
<p>1. Demonstrate the ability to use “I” statements in communication</p>	
<p><u>NM State Benchmark V-E: Grades 1-2</u> Demonstrate attentive listening skills to build and maintain health-enhancing relationships</p>	<p><u>Power Standard 8 (Benchmark V-F)</u> Grade 2 Only Explain refusal 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 Grades 1-2 Performance Standards</u> 1. Demonstrate listening skills as a tool to enhance relationships 2. Describe when it is appropriate to interrupt for health needs 3. Recognize when someone is telling you to do something that is wrong</p>	<p>Examples: 1. If you feel unsafe, say “Stop”, run away, and tell an adult. 2. What are words you could use when: a. Offered alcohol, tobacco, and other drugs b. Someone tells you to do something that makes you feel uncomfortable and/or confused c. Your friend wants to sit and watch TV or play video games all day</p>
<p><u>NM State Benchmark V-F: Grades 1-2</u> Demonstrate refusal skills and why they are important to enhance health</p>	
<p><u>NM Grades 1-2 Performance Standards</u> 1. Explain refusal 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-G: Grades 1-2</u> Differentiate between negative and positive behaviors used in conflict situations</p>	
<p><u>NM Grades 1-2 Performance Standards</u> 1. Identify common conflict situation that occur among friends, family members and others 2. Explain the differences between negative and positive behaviors used in conflict situations</p>	
<p><u>NM State Benchmark V-H: Grades 1-2</u> Demonstrate non-violent strategies to resolve conflict</p>	
<p><u>NM Grades 1-2 Performance Standards</u> 1. Identify common conflict situations that occur among friends, family members and others 2. Explain non-violent strategies to resolve conflict</p>	

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NM State Benchmark VI-A: Grades 1-2 Demonstrate the ability to apply a decision-making process to health issue and problems	
NM Grades 1-2 Performance Standards 1. Identify actions 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 9 (Benchmark VI-C) Grade 1 Only Describe how decisions effect 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 VI-B: Grades 1-2 Explain when to ask for assistance in making health-related decisions and setting health goals	Examples: 1. How do your decisions about keeping your hands and feet to your selves affect relationships? 2. How do your decisions about listening and respecting others when others say stop affect relationships.
NM Grades 1-2 Performance Standards 1. Identify when it is appropriate to ask for help in making health-related decisions (i.e. when you are lost, when being bullied, etc.)	3. How do your decisions about nutrition affect your health? 4. How do your decisions about alcohol, tobacco, and drugs affect your health?
NM State Benchmark VI-C: Grades 1-2 Predict outcomes of positive health decisions	5. How do your decisions about physical activity affect your health? 6. How do your decisions about personal safety affect your health?
NM Grades 1-2 Performance Standards 1. Describe how decisions effect health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing	7. How do the ways you interact with others affect you? Power Standard 10 (Benchmark VI-D) Grade 2 Only Identify a personal goal in one of the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing Example: I will keep my private parts private, etc.
NM State Benchmark VI-D: Grades 1-2 Set a personal health goal and track progress toward achievement	
NM Grades 1-2 Performance Standards 1. Identify a personal goal in one of the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing	Power Standard 11 (Benchmark VII-A) Grade 2 Only Recognize ways to convey accurate health information and ideas Examples: 1. Describing clear symptoms to school nurse, teacher, parents 2. Calling 911 for true emergencies (wreck, broken bones, adult that won't wake up, fire, stranger in home, drowning) with current address, name, 3. Negative consequences of alcohol, tobacco and other drugs

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<u>NM State Benchmark VII-A: Grades 1-2</u> Describe a variety of methods to convey accurate health information and ideas	
<u>NM Grades 1-2 Performance Standards</u> 1. Recognize ways to convey accurate health information and ideas	
<u>NM State Benchmark VII-B: Grades 1-2</u> Express information and opinions about health issues	
<u>NM Grades 1-2 Performance Standards</u> 1. Discuss when it is appropriate to express opinions about health issues	
<u>NM State Benchmark VII-C: Grades 1-2</u> Identify community agencies/resources that advocate for healthy individuals, families, peers, and communities	
<u>NM Grades 1-2 Performance Standards</u> 1. List places and people in the school and community you can go to for information (i.e. school nurse, doctor's office, books, etc.)	
<u>NM State Benchmark VII-D: Grades 1-2</u> Demonstrate the ability to influence and support others in making health-enhancing choices	
<u>NM Grades 1-2 Performance Standards</u> 1. Lists ways to help others make healthy choices	