

## RRPS District Standards: HEALTH

Grades 3-4

<u>NM State Benchmarks Grades 3-4</u>	<u>RRPS Grades 3-4 Power Standards</u> <i>While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.</i>
<p><b><u>NM State Benchmark I-A: Grades 3-4</u></b> Identify/describe/understand the relationships between personal health behaviors and individual well being.</p>	<p><b><u>Power Standard 1 (Benchmark I-A)</u></b> <span style="float: right;"><b>Grade 3 Only</b></span> Identify and understand 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: Explain the effects and consequences of your personal choices in regards to:</p> <ol style="list-style-type: none"> <li>1. Use of alcohol, tobacco and other drugs</li> <li>2. Lack of physical activity</li> <li>3. Nutrition</li> <li>4. Personal hygiene</li> <li>5. Personal safety</li> <li>6. Amount of sleep</li> <li>7. Harming others</li> </ol>
<p><b><u>NM Grades 3-4 Performance Standards</u></b></p> <ol style="list-style-type: none"> <li>1. Identify and understand 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.)</li> <li>2. Identify and describe characteristics of healthy and unhealthy relationships (i.e. describe the unique differences of self and others, etc.)</li> <li>3. Discuss what is meant by good hygiene (i.e. describe the importance of hand washing in disease prevention, etc.)</li> <li>4. List the steps associated with refusal skills and its relationship to the decision making process</li> </ol>	
<p><b><u>NM State Benchmark I-B: Grades 3-4</u></b> Identify examples of mental, emotional, social, and physical health during childhood</p>	<p><b><u>Power Standard 2 (Benchmark I-F)</u></b> <span style="float: right;"><b>Grade 3 &amp; 4</b></span> Understand the importance of taking personal responsibility for actions</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. What happens when you blame others for your actions?</li> <li>2. Explain the importance of taking responsibility for your actions.</li> <li>3. What are the benefits of honesty, regardless of the consequences?</li> </ol>
<p><b><u>NM Grades 3-4 Performance Standards</u></b></p> <ol style="list-style-type: none"> <li>1. Understand different emotions</li> <li>2. Recognize compassionate behavior and its relationship to diversity (i.e. bullying, disabilities, other special needs, etc.)</li> <li>3. Identify and understand the differences between safe and unsafe situations (bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, etc.)</li> <li>4. Recall positive choices and activities that promote health and help prevent disease</li> </ol>	
<p><b><u>NM State Benchmark I-C: Grades 3-4</u></b> Describe the basic structure and functions of the human body systems</p>	
<p><b><u>NM Grades 3-4 Performance Standards</u></b></p> <ol style="list-style-type: none"> <li>1. Understand the effects of lifestyle choices on body systems (i.e. alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, abstinence, etc.)</li> <li>2. Recognize how stress and emotions affect the body systems</li> <li>3. Utilize correct terminology for the human body</li> <li>4. Identify the different changes in body that occur during puberty</li> </ol>	
<p><b><u>NM State Benchmark I-D: Grades 3-4</u></b> Describe how physical, social, emotional environments influence personal health</p>	
<p><b><u>NM Grades 3-4 Performance Standards</u></b></p> <ol style="list-style-type: none"> <li>1. Understand the behaviors that could affect other people (i.e. smoking, drinking, physical activity, nutrition, etc.)</li> <li>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.)</li> <li>3. Know how to access help (i.e. dial 911 in an emergency, trusted adult, etc.)</li> <li>4. Understand the influences of media and peer pressure on health</li> </ol>	

**NM State Benchmark I-E: Grades 3-4**

Identify common health issues of children

**NM Grades 3-4 Performance Standards**

1. Recognize common physical health issues of children in same age group (i.e. intentional and unintentional injury, personal hygiene, etc.)
2. Recognize common social health issues of children in same age group (i.e. peer pressure, relationships, etc.)
3. Recognize 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. Recognize 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 3-4**

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 3-4 Performance Standards**

1. Recognize 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 and explain what role the individuals play (i.e. parents, grandparents, teacher, counselor, nurse, doctor, etc.)
3. Understand the benefits of following the directions of health care providers
4. List and understand safety rules for different situations (i.e. playground safety, bus safety, classroom rules, etc.)
5. Understand the importance of taking personal responsibility for actions

<b>NM State Benchmarks Grades 3-4</b>	<b>RRPS Grades 3-4 Power Standards</b> <i>While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.</i>
<b>NM State Benchmark II-A: Grades 3-4</b> Identify characteristics of valid health information and health promoting products and services	<p><b>Power Standard 3 (Benchmark II-B) Grade 3 Only</b>            Identify safe adults (i.e. parents, teachers, doctor, dentist, nurse, counselor, appropriate adult, etc.)            Examples:</p> <ol style="list-style-type: none"> <li>1. Nurse</li> <li>2. Parents</li> <li>3. Doctors</li> <li>4. Reputable internet resources</li> <li>5. EMT ( emergency medical technician)</li> </ol> <p><b>Power Standard 4 (Benchmark II-C) Grade 4 Only</b>            Identify 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</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Compare advertisements for healthy foods vs. fast food.</li> <li>2. Compare print ads and identify them as either healthy choices or unhealthy choices and evaluate marketing strategies.</li> <li>3. Talk about advertisements that encourage teens to talk to parents or call a help line to talk with a counselor about things that are bothering them.</li> <li>4. Recognize the goal of media is to sell or entertain. Is what they say always completely true?</li> <li>5. Recognize media messages seek to make unhealthy choices appear cool.</li> <li>6. Students compare media messages during set time period that focus on physical or sedentary activities</li> <li>7. Discuss pop culture media messages related to violence and sexuality. Do those messages normalize unhealthy choices and attitudes?</li> <li>8. Discuss whether characters on television demonstrate healthy or responsible choice. How does the result of these decisions compare or differ from “real life?”</li> </ol>
<b>NM Grades 3-4 Performance Standards</b> <ol style="list-style-type: none"> <li>1. Identify safe and unsafe products in the home and community (i.e. bleach vs. milk, used needles, etc.)</li> <li>2. Identify health-promoting products and services (i.e. food choices, community services, physical activity, etc.)</li> <li>3. Identify where to seek valid health information (i.e. doctor, dentist, nurse, counselor, appropriate adult, etc.)</li> <li>4. Analyze health information that may be confusing or contradictory (i.e. from media, peers, siblings, etc.)</li> </ol>	
<b>NM State Benchmark II-B: Grades 3-4</b> Demonstrate the ability to locate resources from home, school, and community that provide valid health information	
<b>NM Grades 3-4 Performance Standards</b> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to use emergency phone numbers (i.e. 911, poison control, etc.)</li> <li>2. Identify safe adults (i.e. parents, teachers, doctor, dentist, nurse, counselor, appropriate adult, etc.)</li> <li>3. Recognize unsafe environments/situations</li> <li>4. Identify where to seek valid health information</li> <li>5. Identify location of first aid kit/station</li> </ol>	
<b>NM State Benchmark II-C: Grades 3-4</b> Explain how the media influences the selection of health information, products, and services	
<b>NM Grades 3-4 Performance Standards</b> <ol style="list-style-type: none"> <li>1. Identify media messages may be misleading</li> <li>2. Identify the goals of media (i.e. sell, entertain, etc.)</li> <li>3. Identify 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</li> </ol>	
<b>NM State Benchmark II-D: Grades 3-4</b> Demonstrate the ability to locate school and community health helpers	
<b>NM Grades 3-4 Performance Standards</b> <ol style="list-style-type: none"> <li>1. Explain the role of safety officials (i.e. police, fire, security, crossing guards, etc.)</li> <li>2. Explain the role(s) of safe adults (i.e. parents, teachers, doctor, nurse, counselor, appropriate adult, etc.)</li> </ol>	

<b>NM State Benchmarks Grades 3-4</b>	<b>RRPS Grades 3-4 Power Standards</b> <i>While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.</i>
<b>NM State Benchmark III-A: Grades 3-4</b> Identify responsible health behaviors	<p><b>Power Standard 5 (Benchmark III-C) <span style="float: right;">Grade 3 Only</span></b>            Predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. If it's wet and not yours, don't touch it. (body fluids, blood-borne pathogens)</li> <li>2. You will not remain healthy if you make poor choices in the above areas</li> </ol>
<b>NM Grades 3-4 Performance Standards</b> 1. Demonstrate responsible health behaviors (i.e. personal hygiene, participating in daily physical activity, eating fruits and vegetables, wearing seat belts, abstinence, etc.) 2. Role play conflict resolution skills 3. Identify behaviors that promote healthy relationships (i.e. sharing, supporting, caring, listening, etc.)	
<b>NM State Benchmark III-B: Grades 3-4</b> Identify personal health needs	
<b>NM Grades 3-4 Performance Standards</b> 1. Identify the relationship between physical activity and nutrition as related to healthy development 2. Identify ways in which diseases are transmitted and are not transmitted (i.e. HIV, common cold, measles, etc.)	
<b>NM State Benchmark III-C: Grades 3-4</b> Compare behaviors that are safe to those that are risky or harmful	
<b>NM Grades 3-4 Performance Standards</b> 1. Predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing	

<p><b>NM State Benchmark III-D: Grades 3-4</b> Demonstrate strategies to improve or maintain personal health</p>	
<p><b>NM Grades 3-4 Performance Standards</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate 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.)</li> <li>2. 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</li> <li>3. Demonstrate 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, choosing healthier foods from a list of foods, abstinence etc.)</li> </ol>	<p><b>Power Standard 6 (Benchmark III-D) <span style="float: right;">Grade 4 Only</span></b> 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</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Define refusal skills. What are refusal skills?</li> <li>2. Practice "yell stop," run away and tell an adult and keep telling until they listen</li> <li>3. Say no; get help if you feel uncomfortable, confused, harmful, or unsafe.</li> <li>4. Say yes to health foods</li> <li>5. Say no to touch in bathing suit areas or any other part of your body that makes you feel uncomfortable</li> </ol>
<p><b>NM State Benchmark III-E: Grades 3-4</b> Develop injury prevention and management strategies for personal health</p>	
<p><b>NM Grades 3-4-2 Performance Standards</b></p> <ol style="list-style-type: none"> <li>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</li> <li>2. Recognize and demonstrate safety rules at home, in school and in the community</li> </ol>	<p><b>Power Standard 7 (Benchmark III-F) <span style="float: right;">Grade 3 Only</span></b> Recognize how peer pressure can lead to dangerous or risky situations</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Just because "everyone else is doing it" is not a valid reason</li> <li>2. Sometimes peers just want attention, even negative attention, so don't let them use you to state a point</li> </ol>
<p><b>NM State Benchmark III-F: Grades 3-4</b> Demonstrate ways to avoid and reduce threatening situations</p>	
<p><b>NM Grades 3-4-2 Performance Standards</b></p> <ol style="list-style-type: none"> <li>1. Recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing</li> <li>2. Recognize how peer pressure can lead to dangerous or risky situations</li> <li>3. Demonstrate conflict resolution skills</li> </ol>	<p><b>Power Standard 8 (Benchmark III-G) <span style="float: right;">Grade 4 Only</span></b> Demonstrate stress management skills</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Identify stressors and where it comes from and problem solve solutions <ul style="list-style-type: none"> <li>• Exercise</li> <li>• Deep breathing</li> <li>• Journaling</li> <li>• Talking with others</li> <li>• Planning ahead</li> <li>• Rest, nutrition</li> <li>• Quiet times</li> <li>• Laughter</li> </ul> </li> </ol>
<p><b>NM State Benchmark III-G: Grades 3-4</b> Apply skills to manage stress</p>	
<p><b>NM Grades 3-4 Performance Standards</b></p> <ol style="list-style-type: none"> <li>1. Identify the body's reaction to stressful situations (i.e. fight or flight, increase heart rate, etc.)</li> <li>2. Demonstrate stress management skills</li> </ol>	

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<b>NM State Benchmark IV-A: Grades 3-4</b> Describe how cultures within the local community influence personal health behaviors	
<b>NM Grades 3-4 Performance Standards</b> 1. Describe qualities of different cultures in the school and community and how they contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing 2. Describe how the media and culture portrays gender roles (i.e. pink = girls, blue = boys, short hair vs. long hair, different toys, etc.)	
<b>NM State Benchmark IV-B: Grades 3-4</b> Explain how media influences thoughts, feelings, and health behaviors	
<b>NM Grades 3-4 Performance Standards</b> 1. Describe the purposes for media (i.e. entertain, sell products, promote services, etc.) 2. Identify how to determine if media messages are true 3. Recognize how media influences feeling and thoughts and 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. abstain from sexual behavior, use drugs, be aggressive, eat healthy foods, participate in physical activity, etc.)	
<b>NM State Benchmark IV-C: Grades 3-4</b> Describe ways technology can influence personal health	
<b>NM Grades 3-4 Performance Standards</b> 1. Describe different forms of technology (i.e. computers, video games, microwaves, cell phones, etc.) 2. Recognize the purposes for technology in areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. medical, conveniences, communication, etc.) 3. Describe how technology effects how we live	
<b>NM State Benchmark IV-D: Grades 3-4</b> Explain how information from school and family influences health	
<b>NM Grades 3-4 Performance Standards</b> 1. Describe 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. Describe different types of families and how this structure influences 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. vegetarian vs. non-working parents and time for family activities and proper nutrition, smoking parents and second hand smoke, etc.) 3. Recognize that there are multiple messages about health based on values and beliefs	

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<b>NM State Benchmark V-A: Grades 3-4</b> Distinguish between verbal and non-verbal communication	
<b>NM Grades 3-4 Performance Standards</b> 1. Demonstrate the differences between verbal and non-verbal communication 2. Demonstrate how people communicate in different ways 3. Recognize and describe different feelings and the verbal and non-verbal forms of communication associated with them	
<b>NM State Benchmark V-B: Grades 3-4</b> Describe characteristics needed to be a responsible friend and family member	
<b>NM Grades 3-4 Performance Standards</b> 1. Explain the importance of assuming personal responsibility for health behaviors	
<b>NM State Benchmark V-C: Grades 3-4</b> Demonstrate positive ways to express needs, wants, and feelings	
<b>NM Grades 3-4 Performance Standards</b> 1. Demonstrate feelings associated with different situations (i.e. conflict – frustration/ satisfaction; birthday – happy/excited, etc.) 2. Demonstrate how to express feelings in a positive way 3. Demonstrate how to respond appropriately to other people’s needs, wants and feelings.	
<b>NM State Benchmark V-D: Grades 3-4</b> Demonstrate ways to communicate care, considerations, and respect of self and others	
<b>NM Grades 3-4 Performance Standards</b> 1. Identify respectful and caring acts of self and others 2. Demonstrate the ability to appropriately use “I” statements in communication	
<b>NM State Benchmark V-E: Grades 3-4</b> Demonstrate attentive listening skills to build and maintain health-enhancing relationships	
<b>NM Grades 3-4 Performance Standards</b> 1. Describe and 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	
<b>NM State Benchmark V-F: Grades 3-4</b> Demonstrate refusal skills and why they are important to enhance health	
<b>NM Grades 3-4 Performance Standards</b> 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	
<b>NM State Benchmark V-G: Grades 3-4</b> Differentiate between negative and positive behaviors used in conflict situations	
<b>NM Grades 3-4 Performance Standards</b> 1. Demonstrate conflict mediation and conflict resolution skills	
<b>NM State Benchmark V-H: Grades 3-4</b> Demonstrate non-violent strategies to resolve conflict	
<b>NM Grades 3-4 Performance Standards</b> 1. Demonstrate conflict mediation and conflict resolution skills	
<p><b>Power Standard 9 (Benchmark V-C) <span style="float: right;">Grade 4 Only</span></b> Demonstrate how to respond appropriately to other people’s needs, wants and feelings.</p> <p>Example:</p> <ol style="list-style-type: none"> <li>1. Acknowledge other’s feelings first</li> <li>2. Role play discussions with others</li> <li>3. Respond to others as you would want someone to respond to you</li> <li>4. Listen politely to others requests. Consider if the wants, needs or feelings put you in danger or feels wrong. Use I messages to state how you feel or say no, run away, tell an adult and keep telling until they listen</li> </ol> <p><b>Power Standard 10 (Benchmark V-G) <span style="float: right;">Grade 3 Only</span></b> Demonstrate conflict mediation and conflict resolution skills</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Use “I feel” statements</li> <li>2. Listen to both sides without interrupting</li> <li>3. Brainstorm solutions</li> <li>4. Choose a solution</li> <li>5. Adjust as needed</li> </ol>	

<b>NM State Benchmarks Grades 3-4</b>	<b>RRPS Grades 3-4 Power Standards</b> <i>While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.</i>
<b>NM State Benchmark VI-A: Grades 3-4</b> Demonstrate the ability to apply a decision-making process to health issue and problems	<p><b>Power Standard 11 (Benchmark VI-C) <span style="float: right;">Grade 4 Only</span></b>            Describe how decisions affect 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>Examples:</p> <ol style="list-style-type: none"> <li>1. Saying no to sex prevents pregnancy and sexually transmitted infections</li> <li>2. Saying no to drugs positively affects your thinking, etc.</li> <li>3. List consequences of unhealthy eating habits</li> <li>4. List consequences drinking and driving</li> <li>5. List consequences touching others body fluids.</li> <li>6. List consequences of ingesting alcohol, tobacco, inhalants and other drugs in regards to your health</li> <li>7. Take responsibility for your own actions</li> <li>8. Will this help or harm my body?</li> <li>9. Is this something I need to sneak around to do?</li> </ol>
<b>NM Grades 3-4 Performance Standards</b> 1. Demonstrate 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	
<b>NM State Benchmark VI-B: Grades 3-4</b> Explain when to ask for assistance in making health-related decisions and setting health goals	
<b>NM Grades 3-4 Performance Standards</b> 1. Explain when it is appropriate to ask for help in making health-related decisions (i.e. when you are lost, when being bullied, etc.) 2. Set health-related goals (i.e. wear seat belts, be active every day, wash hands, etc.)	
<b>NM State Benchmark VI-C: Grades 3-4</b> Predict outcomes of positive health decisions	
<b>NM Grades 3-4 Performance Standards</b> 1. Describe how decisions affect 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. saying no to sex prevents pregnancy and sexually transmitted infections; saying no to drugs positively affects your thinking, etc.)	
<b>NM State Benchmark VI-D: Grades 3-4</b> Set a personal health goal and track progress toward achievement	
<b>NM Grades 3-4 Performance Standards</b> 1. Identify and track progress of a personal health 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	

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<b><u>NM State Benchmark VII-A: Grades 3-4</u></b> Describe a variety of methods to convey accurate health information and ideas	
<b><u>NM Grades 3-4 Performance Standards</u></b> 1. Describe how to communicate with others about making healthy choice	
<b><u>NM State Benchmark VII-B: Grades 3-4</u></b> Express information and opinions about health issues	
<b><u>NM Grades 3-4 Performance Standards</u></b> 1. Describe 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	
<b><u>NM State Benchmark VII-C: Grades 3-4</u></b> Identify community agencies/resources that advocate for healthy individuals, families, peers, and communities	
<b><u>NM Grades 3-4 Performance Standards</u></b> 1. List places and resources in the school and community you can go to for information (i.e. school nurse, doctor's office, books, etc.)	
<b><u>NM State Benchmark VII-D: Grades 3-4</u></b> Demonstrate the ability to influence and support others in making health-enhancing choices	
<b><u>NM Grades 3-4 Performance Standards</u></b> 1. Describe how to help others make healthy choices	