

RRPS District Standards: HEALTH

Grade K

<u>NM State Benchmarks Grades K</u>	<u>RRPS Grade K Power Standards</u> <i>While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.</i>
<u>NM State Benchmark I-A: Grades K</u> Identify/describe/understand the relationships between personal health behaviors and individual well being.	<u>Power Standard 1 (Benchmark I-A)</u> Describe what is meant by good personal hygiene (i.e. describe the importance of hand washing in disease prevention, etc.) <u>Examples:</u> <ol style="list-style-type: none"> 1. Proper hand washing technique – 10 seconds scrubbing with soap, thorough rinsing, after bathroom and before meals. 2. Sneezing and coughing into a tissue, inside elbow 3. Brushing teeth at least two times each day 4. Bathing and washing hair on a regular basis
<u>NM Grade K Performance Standards</u> <ol style="list-style-type: none"> 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. Describe what is meant by good personal hygiene (i.e. describe the importance of hand washing in disease prevention, etc.) 	
<u>NM State Benchmark I-B: Grades K</u> Identify examples of mental, emotional, social, and physical health during childhood	
<u>NM Grade K Performance Standards</u> <ol style="list-style-type: none"> 1. Recognize different emotions: identify compassionate behavior and its relationship to diversity (i.e. bullying, disabilities, other special needs, etc.) 2. Identify the differences between safe and unsafe situations (i.e. bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, etc.) 3. Recall positive health choices and activities that promote health and help prevent diseases 	
<u>NM State Benchmark I-C: Grades K</u> Describe the basic structure and functions of the human body systems	
<u>NM Grade K Performance Standards</u> <ol style="list-style-type: none"> 1. Identify the effects of lifestyle choices on body systems (i.e. alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, etc.) 2. Utilize correct terminology for the human body 	

<p><u>NM State Benchmark I-D: Grades K</u> Describe how physical, social, emotional environments influence personal health</p>	<p><u>Power Standard 2 (Benchmark I-D)</u> Know how to access help (i.e. dial 911 in an emergency, trusted adult, etc)</p>
<p><u>NM Grade K Performance Standards</u></p> <ol style="list-style-type: none"> 1. Recognize 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, other drugs, food contamination, poisonous substances, etc.) 3. Know how to access help (i.e. dial 911 in an emergency, trusted adult, etc.) 4. Describe the influences of media and peer pressure on health 	<p><u>Examples:</u></p> <ol style="list-style-type: none"> 1. Dial 911 for fires, unresponsive adult or child, situation they cannot manage without adult help. 2. Parents, teacher, school nurse, counselor, principal, duty teacher, mediators, police, firemen
<p><u>NM State Benchmark I-E: Grades K</u> Identify common health issues of children</p>	
<p><u>NM Grade K Performance Standards</u></p> <ol style="list-style-type: none"> 1. Name common physical health issues of children in same age group (i.e. intentional and unintentional injury, personal hygiene, etc.) 2. Name common social health issues of children in same age group (i.e. peer pressure, relationships, etc.) 3. Name 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. Name common environmental health issues that affect children in same age group (i.e. second hand smoke, litter, noise, etc.) 	<p><u>Power Standard 3 (Benchmark I-F)</u> List safety rules for different situations (i.e. playground safety, bus safety, classroom rules, etc.)</p> <p><u>Examples:</u></p> <ol style="list-style-type: none"> 1. School playground safety rules 2. School bus safety rules 3. Classroom & school safety rules
<p><u>NM State Benchmark I-F: Grades K</u> Identify health problems that should be detected and treated early and/or treated and explain how childhood injuries and illnesses can be prevented</p>	
<p><u>NM Grade K Performance Standards</u></p> <ol style="list-style-type: none"> 1. Identify 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. Identify the benefits of following the directions of health care providers 4. List 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 K</u>	<u>RRPS Grade K 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 K</u> Identify characteristics of valid health information and health promoting products and services	<u>Power Standard 4 (Benchmark II-A)</u> Recognize safe and unsafe products in the home and community (i.e. bleach vs. milk, used needles, etc.) <u>Examples:</u> <ol style="list-style-type: none"> 1. Cleaning materials at home 2. Lawn & Garage products 3. Medicines 4. Unknown materials 5. Plants 6. Aerosol cans 7. Syringes <u>Power Standard 5 (Benchmark II-B)</u> Recall own address and phone number <u>Examples:</u> <ol style="list-style-type: none"> 1. house number 2. street name 3. city 4. state 5. area code 6. main contact number primary caregiver
<u>NM Grade K Performance Standards</u> <ol style="list-style-type: none"> 1. Recognize safe and unsafe products in the home and community (i.e. bleach vs. milk, used needles, etc.) 2. Identify appropriate adults to talk to regarding health and safety issues 3. Recognize health-promoting products and services (i.e. food choices, community services, physical activity, etc.) 	
<u>NM State Benchmark II-B: Grades K</u> Demonstrate the ability to locate resources from home, school, and community that provide valid health information	
<u>NM Grade K Performance Standards</u> <ol style="list-style-type: none"> 1. Recall own address and phone number 2. Identify safe adults (i.e. parents, teachers, doctor, dentist, nurse, counselor, appropriate adult, etc.) 3. Recognize unsafe environments/situations 	
<u>NM State Benchmark II-C: Grades K</u> Explain how the media influences the selection of health information, products, and services	
<u>NM Grade K Performance Standards</u> <ol style="list-style-type: none"> 1. Recognize the media messages may be misleading 	
<u>NM State Benchmark II-D: Grades K</u> Demonstrate the ability to locate school and community health helpers	
<u>NM Grade K Performance Standards</u> <ol style="list-style-type: none"> 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.) 	

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<u>NM State Benchmark III-A: Grades K</u> Identify responsible health behaviors	
<u>NM Grade K Performance Standards</u> 1. List responsible health behaviors (i.e. washing hands, brushing teeth, exercise, etc.)	
<u>NM State Benchmark III-B: Grades K</u> Identify personal health needs	
<u>NM Grade K Performance Standards</u> 1. Identify where to go when you don't feel good (i.e. parent, teacher, school nurse, etc.) 2. Recognize the importance of hygiene (i.e. washing hands to avoid colds, etc.) 3. Identify personal safety rules (i.e. don't push others, use playground safety, don't go with strangers, etc)	
<u>NM State Benchmark III-C: Grades K</u> Compare behaviors that are safe to those that are risky or harmful	
<u>NM Grade K Performance Standards</u> 1. List safety rules 2. List safe and unsafe situations	
<u>NM State Benchmark III-D: Grades K</u> Demonstrate strategies to improve or maintain personal health	
<u>NM Grade K Performance Standards</u> 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.)	
<u>NM State Benchmark III-E: Grades K</u> Develop injury prevention and management strategies for personal health	
<u>NM Grade K Performance Standards</u> 1. Identify substances that are unsafe to touch (i.e. blood, bleach, needles, etc.) 2. Practice safety rules at home, in school, and in the community	
<u>NM State Benchmark III-F: Grades K</u> Demonstrate ways to avoid and reduce threatening situations	
<u>NM Grade K Performance Standards</u> 1. List situations that may be dangerous 2. List trusted adults to go to when faced with a dangerous situation	
<u>NM State Benchmark III-G: Grades K</u> Apply skills to manage stress	
<u>NM Grade K Performance Standards</u> 1. Practice stress management skills (i.e. daily physical activity, singing, being read to, etc.)	

Power Standard 6. (Benchmark III-C)

List safe and unsafe situations

Examples:

1. Bus safety zones
2. Supervised playgrounds vs. unsupervised
3. Water safety
4. Home alone vs. home with family/babysitters
5. Fire Safety/prevention
6. Enclosed spaces
7. Unfamiliar animals
8. Stranger Danger
9. Good Touch/Bad Touch
10. "Something about unsafe substances such as..."

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<u>NM State Benchmark IV-A: Grades K</u> Describe how cultures within the local community influence personal health behaviors	
<u>NM Grade K Performance Standards</u> 1. List similarities and differences in cultures within the community 2. List how media and culture portrays gender roles (i.e. pink = girls, blue = boys, short hair vs. long hair, different toys, etc.)	
<u>NM State Benchmark IV-B: Grades K</u> Explain how media influences thoughts, feelings, and health behaviors	
<u>NM Grade K Performance Standards</u> 1. List different forms of media (i.e. TV, newspaper, magazines, radio, etc.) 2. List purposes for media (i.e. entertain, sell products, promote services, etc.) 3. Understand that not all media messages are true 4. Understand how media influences feeling and thoughts	
<u>NM State Benchmark IV-C: Grades K</u> Describe ways technology can influence personal health	
<u>NM Grade K Performance Standards</u> 1. List different forms of technology (I.e. computers, video games, microwaves, cell phones, etc.) 2. List the purposes for technology (i.e. convenience, entertainment, selling products, promoting services, etc.) 3. Understand that technology effects how we live	
<u>NM State Benchmark IV-D: Grades K</u> Explain how information form school and family influences health	
<u>NM Grade K Performance Standards</u> 1. List 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.)	

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<u>NM State Benchmark V-A: Grades K</u> Distinguish between verbal and non-verbal communication	
<u>NM Grade K Performance Standards</u> 1. Describe the differences between verbal and non-verbal communication 2. Understand how people communicate in different ways 3. Recognize different feelings and the verbal and non-verbal forms of communication associated with them	<u>Power Standard 7 (Benchmark V-C)</u> Identify feelings associated with different situations (i.e. conflict – frustration/satisfaction; birthday – happy/excited, etc.)
<u>NM State Benchmark V-B: Grades K</u> Describe characteristics needed to be a responsible friend and family member	<u>Examples:</u> 1. happy 2. mad 3. sad 4. scared
<u>NM Grade K Performance Standards</u> 1. List characteristics of behaviors that are healthy 2. Identify actions to help friends make healthy decisions	
<u>NM State Benchmark V-C: Grades K</u> Demonstrate positive ways to express needs, wants, and feelings	
<u>NM Grade K Performance Standards</u> 1. Identify feelings associated with different situations (i.e. conflict – frustration/satisfaction; birthday – happy/excited, etc) 2. Identify how to express feelings in a positive way	
<u>NM State Benchmark V-D: Grades K</u> Demonstrate ways to communicate care, considerations, and respect of self and others	
<u>NM Grade K Performance Standards</u> 1. Demonstrate the ability to use “I” statements	

<p><u>NM State Benchmark V-E: Grades K</u> Demonstrate attentive listening skills to build and maintain health-enhancing relationships</p>	<p><u>Power Standard 8 (Benchmark V-G)</u> List the differences between negative and positive behaviors</p>
<p><u>NM Grade K Performance Standards</u> 1. Understand the importance of letting people speak without interruption 2. Understand when it is appropriate to interrupt for health needs 3. Recognize when someone is telling you to do something that is wrong</p>	<p><u>Examples:</u> 1. Eating Habits 2. Physical Activity 3. Interactions with others 4. Manners 5. Aggressive behaviors (bullying, verbal, non verbal, physical, gossiping)</p>
<p><u>NM State Benchmark V-F: Grades K</u> Demonstrate refusal skills and why they are important to enhance health</p>	
<p><u>NM Grade K Performance Standards</u> 1. Identify 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>Power Standard 9 (Benchmark V-H)</u> List non-violent strategies to resolve conflict</p>
<p><u>NM State Benchmark V-G: Grades K</u> Differentiate between negative and positive behaviors used in conflict situations</p>	<p><u>Examples:</u> 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 – (Second Step)</p>
<p><u>NM Grade K Performance Standards</u> 1. List the differences between negative and positive behaviors 2. List situations that cause conflict</p>	
<p><u>NM State Benchmark V-H: Grades K</u> Demonstrate non-violent strategies to resolve conflict</p>	
<p><u>NM Grade K Performance Standards</u> 1. List non-violent strategies to resolve conflict 2. List situations that cause conflict</p>	<p>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>

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NM State Benchmark VI-A: Grades K Demonstrate the ability to apply a decision-making process to health issue and problems	Power Standard 10 (Benchmark VI-B) List examples of when it is appropriate to ask for help in making health-related decisions (i.e. when you are lost, when being bullied, etc.) <u>Examples:</u> <ol style="list-style-type: none"> 1. Lost 2. Bullied 3. Sick 4. Injured 5. Unsafe touching Power Standard 11 (Benchmark VI-D) List what personal health goals are appropriate for your age (i.e. wash hands, wear seat belts, etc.) <u>Examples:</u> <ol style="list-style-type: none"> 1. Wash Hands before eating and after the bathroom 2. Always wear seatbelts 3. Keep hands and feet to your self 4. Eat vegetables and fruits each day 5. Exercise everyday
NM Grade K Performance Standards 1. List steps in decision making process	
NM State Benchmark VI-B: Grades K Explain when to ask for assistance in making health-related decisions and setting health goals	
NM Grade K Performance Standards 1. List examples of when it is appropriate to ask for help in making health-related decisions (i.e. when you are lost, when being bullied, etc.)	
NM State Benchmark VI-C: Grades K Predict outcomes of positive health decisions	
NM Grade K Performance Standards 1. List consequences of actions (i.e. wear seat belt will help avoid injuries if in a care accident, etc.)	
NM State Benchmark VI-D: Grades K Set a personal health goal and track progress toward achievement	
NM Grade K Performance Standards 1. List what personal health goals are appropriate for your age (i.e. wash hands, wear seat belts, etc)	

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<p><u>NM State Benchmark VII-A: Grades K</u> Describe a variety of methods to convey accurate health information and ideas</p>	<p><u>Power Standard 12 (Benchmark VII-B)</u> Be able to express feelings to others (i.e. when they are sick, feel unsafe, etc.)</p> <p><u>Examples:</u></p> <ol style="list-style-type: none"> 1. “I feel” messages
<p><u>NM Grade K Performance Standards</u> 1. List ways to convey accurate health information and ideas (i.e. story telling, talking to a health professional, etc)</p>	
<p><u>NM State Benchmark VII-B: Grades K</u> Express information and opinions about health issues</p>	
<p><u>NM Grade K Performance Standards</u> 1. Be able to express feelings to others (i.e. when they are sick, feel unsafe, etc.)</p>	
<p><u>NM State Benchmark VII-C: Grades K</u> Identify community agencies/resources that advocate for healthy individuals, families, peers, and communities</p>	
<p><u>NM Grade K Performance Standards</u> 1. Identify appropriate adults to go to for health issues (i.e. who is a safe adult to go to when you are being bullied, etc.)</p>	
<p><u>NM State Benchmark VII-D: Grades K</u> Demonstrate the ability to influence and support others in making health-enhancing choices</p>	
<p><u>NM Grade K Performance Standards</u> 1. Lists positive health choices</p>	