New Mexico Health

Grade 4

Adopted 2009

Students will comprehend concepts related to health promotion and disease prevention. Students will:

1: Identify/describe/understand the relationships between personal health behaviors and individual well-being:

1. Identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety);
2. Identify and describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others);
3. Discuss what is meant by good personal hygiene (e.g., describe the importance of hand washing in disease prevention); and
4. List the steps associated with refusal skills and their relationship to the decision-making process.

2: Identify examples of mental, emotional, social and physical health during childhood:

1. Understand different emotions;
2. Recognize compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs);
3. Identify and understand the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination);
4. Understand positive health choices and activities that promote health and help prevent diseases; and
5. Describe different types of family units and their relationship to health (e.g., single, grandparent, same sex parents).

3: Describe the basic structure and functions of the human body systems:

1. Understand the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, abstinence);
2. Recognize how stress and emotions affect the body systems;
3. Utilize correct terminology for the human body; and
4. Identify the different changes in body that occur during puberty.

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Describe how physical, social and emotional environments influence personal health:

2. Identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances);
3. Know how to access help (e.g., dial 911 in an emergency, trusted adult); and
4. Understand the influences of media and peer pressure on health.

5: Identify common health issues of children:

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

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

1. Recognize symptoms of illness (e.g., runny nose, coughing, fever, stomach ache, sadness);
2. List individuals that can help with detecting and treating childhood injuries and illnesses and explain what role the individuals play (e.g., parent, grandparent, teacher, counselor, nurse, doctor);
3. Understand the benefits of following the directions of health care providers;
4. List and understand safety rules for different situations (e.g., playground safety, bus safety, classroom rules); and
5. Understand the importance of taking personal responsibility for actions.

Students will demonstrate the ability to access valid health information and health promoting products and services. Students will:

1: Identify characteristics of valid health information and health promoting products and services:

1. Identify safe and unsafe products in the home and community (e.g., bleach vs. milk, used needles);
2. Demonstrate universal precautions in handling unsafe/contaminated products and materials (e.g., blood-borne pathogens);
3. Identify health-promoting products and services (e.g., food choices, community services, physical activity);
4. Identify where to seek valid health information (e.g., doctor, dentist, nurse, counselor, appropriate adult); and
5. Analyze health information that may be confusing or contradictory (e.g., from media, peers, siblings).

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2: Demonstrate the ability to locate resources from home, school and community that provide valid health information:

1. Demonstrate ability to use emergency phone numbers (e.g., 911, poison control);
2. Identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult);
3. Recognize unsafe environments/situations;
4. Identify where to seek valid health information; and
5. Identify location of first aid kit/station.

3: Explain how the media influences the selection of health information, products and services:

1. Identify media messages that may be misleading;
2. Identify the goals of media (e.g., sell, entertain); and
3. Identify media messages that may contain both healthy and unhealthy messages in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

4: Demonstrate the ability to locate school and community health helpers:

1. Explain the role of safety officials (e.g., police, fire, security, crossing guard); and
2. Explain the role(s) of safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult).

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:

1: Identify responsible health behaviors:

1. Demonstrate responsible health behaviors (e.g., proper personal hygiene, participating in daily physical activity, eating fruits and vegetables, wearing seat belts, abstinence);
2. Role play conflict resolution skills; and
3. Identify behaviors that promote healthy relationships (e.g., sharing, supporting, caring, listening).

2: Identify personal health needs:

1. Identify the relationship between physical activity and nutrition as related to healthy development; and
2. Identify ways in which diseases are transmitted or are not transmitted (e.g., HIV, common cold, measles).

3: Compare behaviors that are safe to those that are risky or harmful:

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 well being; and

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2. Understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

4: Demonstrate strategies to improve or maintain personal health:

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 well-being (e.g., eat fruits and vegetables, exercise, don't smoke, abstinence);
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 well-being; and
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 well-being (e.g., avoiding a fight, participating in physical activity, choosing healthier foods from a list of foods, abstinence).

5: Develop injury prevention and management strategies for personal health:

1. Identify when food is safe to eat (e.g., recognize expiration dates);
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 well-being; and
3. Recognize and demonstrate safety rules at home, in school and in the community.

6: Demonstrate ways to avoid and reduce threatening situations:

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 well-being;
2. Recognize how peer pressure can lead to dangerous or risky situations; and
3. Demonstrate conflict resolution skills.

7: Apply skills to manage stress:

1. Identify the body's reaction to stressful situations (e.g., fight or flight, increased heart rate); and
2. Demonstrate stress management skills.

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Students will analyze the influence of culture, media, technology and other factors on health. Students will:

1: Describe how cultures within the local community influence personal health behaviors:

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 well-being; and
2. Describe how the media and culture portray gender roles (e.g., pink=girls, blue=boys, short hair vs. long hair, different toys).

2: Explain how media influences thoughts, feelings and health behaviors:

1. Describe the purposes for media (e.g., entertain, sell products, promote services);
2. Identify how to determine if media messages are true; and
3. Recognize how media influences feelings, 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 well-being (e.g., abstain from sexual behavior, use drugs, be aggressive, eat healthy foods, participate in physical activity).

3: Describe ways technology can influence personal health:

1. Describe different forms of technology (e.g., computers, video games, microwaves, cell phones);
3. Describe how technology affects how we live.

4: Explain how information from school and family influences health:

1. Describe health messages that families give in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., what types of snacks you eat at home, stranger danger, family activities);
2. Describe different types of families and how the structure influences health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being. (e.g., vegetarian vs. non-vegetarian, working parents and time for family activities and proper nutrition, smoking parents and second-hand smoke); and
3. Recognize that there are multiple messages about health, based on values and beliefs.

Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:

1: Distinguish between verbal and non-verbal communication:

1. Demonstrate the differences between verbal and non-verbal communication;
2. Demonstrate how people communicate in different ways; and
3. Recognize and describe different feelings and the verbal and non-verbal forms of communication associated with them.

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Describe characteristics needed to be a responsible friend and family member:

1. Explain the importance of assuming personal responsibility for health behaviors.

3: Demonstrate positive ways to express needs, wants and feelings:

1. Demonstrate feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited);
2. Demonstrate how to express feelings in a positive way; and
3. Demonstrate how to respond appropriately to other people's needs, wants and feelings.

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

1. Identify respectful and caring acts of self and others; and
2. Demonstrate the ability to appropriately use "I" statements in communication.

5: Demonstrate attentive listening skills to build and maintain health-enhancing relationships:

1. Describe and demonstrate listening skills as a tool to enhance relationships;
2. Demonstrate when it is appropriate to interrupt for health needs; and
3. Recognize when someone is telling you to do something that is wrong.

6: Demonstrate refusal skills and explain why they are important to enhance health:

1. Demonstrate refusal skills in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

7: Differentiate between negative and positive behaviors used in conflict situations:

1. Demonstrate conflict mediation and conflict resolution skills.

8: Demonstrate non-violent strategies to resolve conflicts:

1. Demonstrate conflict mediation and conflict resolution skills.

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:

1: Demonstrate the ability to apply a decision-making process to health issues and problems:

1. Demonstrate actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

2: Explain when to ask for assistance in making health-related decisions and setting health goals:

1. Explain when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied); and
2. Set health-related goals (e.g., wear seat belts, be active every day, wash hands).

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3: Predict outcomes of positive health decisions:

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 well-being (e.g., saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively affects your thinking).

4: Set a personal health goal and track progress toward achievement:

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 well-being.

Students will demonstrate the ability to advocate for personal, family, peer and community health. Students will:

1: Describe a variety of methods to convey accurate health information and ideas:

1. Describe how to communicate with others about making healthy choices.

2: Express information and opinions about health issues:

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 well-being.

3: Identify community agencies/resources that advocate for healthy individuals, families, peers and communities:

1. List places, resources and people in the school and community you can go to for health information (e.g., school nurse, doctor's office, books).

4: Demonstrate the ability to influence and support others in making health-enhancing choices:

1. Describe how to help others make healthy choices.