New Mexico Health

Grade K

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. Describe 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, personal safety);
2. Describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and
3. Describe what is meant by good personal hygiene (e.g., describe the importance of hand washing in disease prevention).

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

1. Recognize different emotions;
2. Identify compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs);
3. Identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination); and
4. List positive health choices and activities that promote health and help prevent diseases.

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

1. Identify the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity);
2. Describe how stress and emotions affect the body systems; and
3. Utilize correct terminology for the human body.

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

1. Recognize the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);
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

Skip to main content

4. Recognize the influences of media and peer pressure on health.

5: Identify common health issues of children:

1. Name common physical health issues of children in same age group (e.g., intentional and unintentional injury, personal hygiene);
2. Name common social health issues of children in same age group (e.g., peer pressure, relationships);
3. Name 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. Name 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. Identify symptoms of illness (e.g., runny nose, coughing, fever, stomachache, sadness);
2. List individuals that can help with detecting and treating childhood injuries and illnesses (e.g., parent, grandparent, teacher, counselor, nurse, doctor);
3. Identify the benefits of following the directions of health care providers;
4. List safety rules for different situations (e.g., playground safety, bus safety, classroom rules); and
5. Describe 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:

Recognize safe and unsafe products in the home and community (e.g., bleach vs. milk, used needles);

2. Identify appropriate adults to talk to regarding health and safety issues; and
3. Recognize health-promoting products and services (e.g., food choices, community services, physical activity).

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

1. Recall own address and phone number; identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult); and
2. Recognize unsafe environments/situations.

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

1. Recognize that media messages may be misleading;

Skip to main content

Demonstrate the ability to locate school and community health helpers:

1. Recognize safety officials (e.g., police, fire, security, crossing guard); and
2. Identify 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:

List responsible health behaviors (e.g., washing hands, brushing teeth, exercise);

2: Identify personal health needs:

1. Identify where to go when you don't feel good (e.g., parent, teacher, school nurse);
2. Recognize the importance of hygiene (e.g., washing hands to avoid colds); and
3. Identify personal safety rules (e.g., don't push others, playground safety, don't go with strangers).

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

1. List safety rules; and
2. List safe and unsafe situations.

4: Demonstrate strategies to improve or maintain personal health:

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 well-being (e.g., eat fruits and vegetables, exercise, don't smoke).

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

1. Identify substances that are unsafe to touch (e.g., blood, bleach, needles); and
2. Practice safety rules at home, in school and in the community.

6: Demonstrate ways to avoid and reduce threatening situations:

1. List situations that may be dangerous; and
2. List trusted adults to go to when faced with a dangerous situation.

7: Apply skills to manage stress:

1. Practice stress management skills (e.g., daily physical activity, singing, being read to).

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. List similarities and differences in cultures within the community; and
2. List how the media and culture portray gender roles (e.g., pink=girls, blue=boys, short hair vs. long hair, different toys).

Skip to main content

Explain how media influences thoughts, feelings and health behaviors:

1. List different forms of media (e.g., television, newspaper, magazines, radio);
2. List the purposes for media (e.g., entertain, sell products, promote services);
3. Understand that not all media messages are true; and
4. Understand how media influences feelings and thoughts.

3: Describe ways technology can influence personal health:

1. List different forms of technology (e.g., computers, video games, microwaves, cell phones);
2. List the purposes for technology (e.g., convenience, entertainment, selling products, promoting services); and
3. Understand that technology affects how we live.

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

1. List 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).

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

1: Distinguish between verbal and non-verbal communication:

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

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

1. List characteristics of behaviors that are healthy; and
2. Identify actions to help friends make healthy decisions.

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

1. Identify feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and
2. Identify how to express feelings in a positive way.

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

1. Demonstrate the ability to use "I" statements.

Skip to main content

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

1. Understand the importance of letting people speak without interruption;
2. Understand 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. Identify 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. List the differences between negative and positive behaviors; and
2. List situations that cause conflict.

8: Demonstrate non-violent strategies to resolve conflicts:

1. List non-violent strategies to resolve conflict;
2. List situations that cause conflict;

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. List steps in the decision-making process.

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

List examples of when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied);

3: Predict outcomes of positive health decisions:

1. List consequences of actions (e.g., wearing a seat belt will help avoid injuries if in a car accident).

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

1. List what personal health goals are appropriate for your age (e.g., wash hands, wear seat belts).

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

Skip to main content

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

1. List ways to convey accurate health information and ideas (e.g., storytelling, talking to a health professional).

Express information and opinions about health issues:

1. Be able to express feelings to others (e.g., when they are sick, feel unsafe).

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

1. Identify appropriate adults to go to for health issues (e.g., who is a safe adult to go to when you are being bullied).

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

1. List positive health choices.