New Mexico Health

Grades 1, 2

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 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. Identify characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and
3. Recognize 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. Describe different emotions;
2. Describe 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. Recall 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. Know the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity);
2. Identify and list how stress and emotions affect the body systems; and
3. Understand correct terminology for the human body.

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

1. Describe 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 and other drugs, food contamination, poisonous substances);
3. Know how to access help (e.g., dial 911 in an emergency, trusted adult); and

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

5: Identify common health issues of children:

1. Describe common physical health issues of children in same age group (e.g., intentional and unintentional injury, personal hygiene);
2. Describe common social health issues of children in same age group (e.g., peer pressure, relationships);
3. Describe 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. Describe 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. Describe 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 (e.g., parent, grandparent, teacher, counselor, nurse, doctor);
3. Describe the benefits of following the directions of health care providers;
4. Describe 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:

1. Identify safe and unsafe products in the home and community (e.g., bleach vs. milk, used needles);
2. Identify health-promoting products and services (e.g., food choices, community services, physical activity); and
3. Identify where to seek valid health information (e.g., doctor, dentist, nurse, counselor, appropriate adult).

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

1. Understand how 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; and
4. Identify where to seek valid health information.

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

1. Recognize that media messages may be misleading;
2. Recognize the goals of media (e.g., sell, entertain); and
3. Recognize 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. 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:

1. Recognize responsible health behaviors in self and others (e.g., personal hygiene, not drinking and driving, daily physical activity, eating fruits and vegetables); and
2. Demonstrate conflict resolution skills.

2: Identify personal health needs:

1. Describe where to go when you don't feel good (e.g., parent, teacher, school nurse);
2. Demonstrate the importance of hygiene (e.g., washing hands to avoid colds); and
3. Recognize 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. Identify when to report dangerous situations to an adult; and
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 well-being.

4: Demonstrate strategies to improve or maintain personal health:

1. Describe 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);
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 well-being; and
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 well-being (e.g., walk away from a fight, participate in physical activity, identify healthier foods from a list of foods).

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

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 well-being; and
2. Demonstrate safety rules at home, in school and in the community.

6: Demonstrate ways to avoid and reduce threatening situations:

1. Identify trusted adults to go to when faced with a threatening situation.

7: Apply skills to manage stress:

1. Identify situations that cause stress and recognize that stress is not always negative (e.g., bullies, going to a birthday party, reading out loud); and
2. List activities that help reduce stress (e.g., physical activity, reading).

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

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

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

3: Describe ways technology can influence personal health:

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

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).
2. List different types of families (e.g., two parents, single parents, extended families).

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

1: Distinguish between verbal and non-verbal communication:

1. Identify the differences between verbal and non-verbal communication;
2. Describe how 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 ways that a person can show responsibility for his/her own health behaviors.

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

1. Explain feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and
2. Explain 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 appropriately use "I" statements in communication.

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

1. Demonstrate listening skills as a tool to enhance relationships;
2. Describe 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. Explain 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. Identify common conflict situations that occur among friends, family members and others;
2. Describe possible causes of conflict; and
3. Explain the differences between negative and positive behaviors used in conflict situations.

8: Demonstrate non-violent strategies to resolve conflicts:

3. Identify common conflict situations that occur among friends, family members and others; and
4. Explain non-violent strategies to resolve 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. Identify 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:

Identify 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. 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., eating right and exercising leads to healthy development).

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

1. Identify 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. Recognize methods to convey accurate health information and ideas.

2: Express information and opinions about health issues:

1. Discuss when it is appropriate to express opinions about health issues.

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

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

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

1. List ways to help others make healthy choices.