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

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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.

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**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).

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**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

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**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.

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**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.

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**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.

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**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.