New Mexico Health

Grades 5, 6

Adopted 2009

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

1: Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

1. Describe risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. Identify healthy alternatives to unhealthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, "natural highs," etc.); and
3. Explain how personal daily choices can affect future health status.

2: Describe the interrelationship of mental, emotional, social and physical health during adolescence:

1. Describe the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. Describe the impact of family history, cultural values, social systems and environmental influences on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well being;
3. Describe how changes during adolescence affect mental, emotional, social and physical health;
4. Identify positive stress reduction techniques and the impact on mental, emotional, social and physical health during adolescence; and
5. Describe patterns of addiction and its influence on mental, emotional, social and physical health during adolescence.

3: Explain how health is influenced by the interaction of body systems:

1. Describe the reproductive, circulatory, digestive, nervous and endocrine systems and their relationships to adolescent health in 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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4: Describe how family and peers influence the health of adolescents:

1. Describe how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5: Analyze how environments and personal health are interrelated:

1. Explain how school, religion, culture, community, society and media, along with other outside influences (such as federal, state or local laws, policies, etc.), impact personal health decisions; and
2. Understand the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.

6: Describe ways to reduce risks related to adolescent health issues:

1. Identify health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. Identify consequences of health risks 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 ways to reduce health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, etc.).

7: Explain how health care can prevent premature death and disability:

1. Identify health care providers in the community and available services in areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. Identify ways to access health care providers within the community and state; identify how family history, genetics and preventive health care can affect personal health.

8: Describe how lifestyle, pathogens, family history and other risk factors are related to the prevention or cause of disease and other health problems:

1. Identify how family history, genetics and preventive health care can affect 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; and
2. Identify how lifestyle choices can affect 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.

Analyze the availability and validity of health information, products and services:

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information and health promoting products and services. Students will:

1. Identify school and community health resources related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. Analyze health-promoting products and services (i.e., food choices, community services, physical activity, etc.); and
3. Analyze health information that may be confusing or contradictory (i.e., from media, peers, siblings, etc.).

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

1. Explain how community resources can be accessed and utilized 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. Compare and contrast valid resources in the community in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

3: Analyze how the media influences the selection of health information and products:

1. Analyze why media messages may be misleading;
2. Explain the goals of media (i.e., sell, entertain, etc.); and
3. Give examples of 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 health products and services:

1. Identify valid health products and resources 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. Identify where to obtain products and services in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5: Compare the costs and validity of health products:

1. Identify the availability and costs of health products utilized in the areas related to sexuality; nutrition; alcohol tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the availability and cost of the patch for smoking cessation vs. the cost of smoking; diet and exercise vs. diabetes treatment; abstinence vs. having a baby; etc.);
2. Identify cost of health resources in the community and compare benefits of those that are more affordable (i.e., walking vs. joining a club for exercise, etc.); and

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3. Analyze different health care products and their effectiveness in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

6: Describe situations requiring professional health services:

1. Identify and recognize risk behaviors in situations that may lead to negative physical, social or emotional health consequences (i.e., abuse, bullying, sexual assault, mental health, depression, suicide, domestic violence, STI/HIV, etc.);
2. Identify situations related to a health crisis and formulate solutions to intervene or prevent the crisis (i.e., a friend tells you he is thinking about suicide; a friend tells you he is smoking, etc.); and
3. Recognize and identify professional health services in the community.

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

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

1. Identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well being;
2. Describe the consequences of personal health choices and their effects; and
3. Describe the relationship between health behaviors and mental, social and emotional well-being in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety.

2: Analyze a personal health assessment to determine health strengths and risks:

1. Determine relationship between health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well being (i.e., the relationship between physical activity, nutrition and chronic disease; the relationship between sexual activity and teen pregnancy, etc.); and
2. Identify health assessment data that can help determine health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., physical fitness data, nutrition log, youth-reported data for risk and resiliency factors, etc.).

3: Distinguish between safe and risky or harmful behavior in relationships:

1. Identify risky or harmful behaviors in relationships and ways to avoid them (i.e., abstinence to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.); and
2. Identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.

4: Demonstrate strategies to improve or maintain personal and family health:

1. Describe how families, peers and culture influence 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; and

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2. Identify personal, family and cultural 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.

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

1. Identify factors that contribute to intentional and unintentional injuries (i.e., use of alcohol/other drugs, steroid use, food safety, etc.);
2. Identify strategies to prevent intentional and unintentional injuries; and
3. Describe skills related to personal safety in the areas of physical, emotional or sexual abuse.

6: Demonstrate ways to avoid and reduce threatening situations:

1. Identify threatening situations and reduction strategies 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 refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.).

7: Demonstrate strategies to manage stress:

1. Identify stressors and strategies to reduce their harmful effects;
2. Identify the immediate and long term effects of stress on the body; and
3. Identify ways to manage stress.

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

1: Describe the influence of cultural beliefs on health behaviors and the use of health services:

1. Identify and discuss qualities of cultures (both positive and negative) 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;
2. Describe how the media and culture portray gender roles (i.e., aggressive behavior for boys vs. submissive behavior for girls, media portrayal of sexual behavior for each gender, etc.);
3. Identify community and cultural factors that influence health (i.e., religion, values, habits, money, gender, ethnicity, etc.); and
4. Compare cultural values and beliefs with personal values and beliefs and identify how they relate to health behaviors and choices.

2: Analyze how messages from media and other sources influence health behaviors:

1. List examples of health-related advertisements (i.e., messages around sexual behavior, STI/HIV, exercise, nutrition, violence, alcohol, etc.);

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2. Identify positive and negative health messages from media and other sources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence vs. teenage sex, smoking vs. nonsmoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.);
3. Identify sources that can help to determine whether media messages are true or false; and
4. Apply refusal skills in choices related to media messages.

3: Analyze the influence of technology on personal and family health:

1. Recognize the purposes for technology and its impact on personal and family health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., internet, medical, conveniences, communication, etc.); and
2. Describe advances in technology and how they positively and negatively impact personal and family health (i.e., use of computers and television vs. physical activity time, effects on communication skills, access to medical care, etc.).

4: Analyze how information from peers influences health:

1. Recognize that there are multiple messages (positive and negative) about health from peers; and
2. Describe health messages peers give in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence messages, drug, alcohol, tobacco use messages, suicide ideation, etc.).

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

1: Demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

1. Recognize and describe different feelings and verbal and non-verbal forms of communication associated with them; and
2. Role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
2. Role play and analyze effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

2: Describe how the behavior of family and peers affects interpersonal communication:

1. Recognize cultural diversity and its influence on verbal and non-verbal communication;
2. Identify factors in the community (i.e., faith, values, habits, budgets, etc.) that influence behaviors of families and peers that affect interpersonal communication; and

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3. Describe how values are formed.

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

1. Recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);
2. Describe and demonstrate how to express feelings in a positive way; and
3. Describe and 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 and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5: Demonstrate communication skills to build and maintain relationships:

1. Describe and demonstrate communication skills as a tool to enhance relationships;
2. Describe how someone may ask to participate in a healthy behavior 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 ways to refuse to participate in an unhealthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being, while maintaining positive relationships.

6: Demonstrate refusal and negotiation skills to enhance health:

1. Demonstrate refusal and negotiation skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. Discuss aggressive, passive and assertive ways to respond to conflict; and
3. Demonstrate means to use a variety of conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

7: Analyze the possible causes of conflict among youth in schools and communities:

1. Discuss possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

8: Demonstrate strategies to manage conflict in positive ways:

1. Demonstrate conflict resolution skills in 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 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 individually and collaboratively:

1. Demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

2: Analyze how health-related decisions are influenced by individuals, family, peers and community values:

1. Describe the relationship between personal, family, peer and community values 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 the influences of culture, family, peers and communities on decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

3: Predict how decisions regarding health behaviors have consequences for self and others:

1. Draw conclusions as to why specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the decision to remain abstinent from sexual activity will lead to not having an unwanted pregnancy or sexually transmitted infection, the decision not to smoke a cigarette will help prevent lung cancer, etc.); and
2. Summarize how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities (i.e., the decision to do physical activity as a family will lead to better physical and social health, etc.).

4: Apply strategies and skills needed to attain personal health goals:

1. Explain the relationship between health behaviors and personal outcomes 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. Set and apply strategies to attain a realistic personal health goal in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5: Describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities:

1. Evaluate how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being change as individuals grow older (i.e., as a child, teenager, adult, etc.); and

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2. Evaluate how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being may change as information, abilities, priorities and responsibilities change.

6: Develop a plan that addresses personal strengths, needs and health risks:

1. Identify personal strengths, needs and health risks; and
2. Develop a personal wellness plan that addresses a personal health need and goal.

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

1: Analyze various communication methods to accurately express health information and ideas:

1. Examine different ways to communicate 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.

2: Express information and opinions about health issues:

1. Recognize 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 barriers to effective communication of information, ideas, feelings and opinions about health issues:

1. Describe barriers to effective communication 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 and demonstrate ways to overcome those barriers.

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

1. Role play how to help others make 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.

5: Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools:

1. Grades 5-6 performance standard: role play how to work cooperatively when advocating for healthy individuals, families and schools in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.