New Mexico Health

Grades 7, 8

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. Understand 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. Understand how healthy alternatives can replace unhealthy behaviors (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, "natural highs," etc.); and
3. Analyze how personal daily choices can affect future health status.

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

1. Analyze 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. Analyze 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. Understand 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. Analyze 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. Understand 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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Describe how family and peers influence the health of adolescents:

1. Analyze 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. Analyze 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. Analyze 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. Activity; personal safety; mental, social and emotional well-being;
2. Analyze 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. Analyze 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, condom use, other pregnancy prevention methods, 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;
2. Identify ways to access health care providers within the community and state; and
3. Understand 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.

Students will demonstrate the ability to inf

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

1. Explain the functions and effectiveness of school and community health information, products and services (i.e., school nurse, school-based health center, public health office, private health care provider, etc.);

promoting products and services. Students will:

2. Identify and evaluate products that claim to have a positive impact on health or wellness; and
3. Research information to obtain accurate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

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

1. Analyze 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 (i.e., school-based health centers, primary care clinics, school nurse, etc.);
2. Analyze 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. Identify and provide solutions to barriers for health care (i.e., costs, transportation, culture, accessibility, etc.);
4. 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
5. 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. Interpret the goals of media (i.e., sell, entertain, etc.); and
3. Analyze 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. Analyze 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. Demonstrate the ability 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 (i.e., how to access STI/HIV testing, pregnancy testing, help for depression, etc.).

5: Compare the costs and validity of health products:

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1. Analyze 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; pregnancy prevention vs. having a baby; etc.);
2. Analyze 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
3. Research 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. Analyze 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 and other risky behavior, etc.);
2. Role play and discuss 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 she may be pregnant, 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. Analyze the significance of personal responsibility for healthy 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
2. Use decision-making skills to determine personal 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.

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

1. Compare and contrast the relationships 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. Chart individual 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 logs, youth-reported data for risk and resiliency factors, etc.).

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

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1. Role play risky or harmful behaviors in relationships and ways to avoid them (i.e., abstinence or birth control methods to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.); and

2. Recognize 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. Analyze family strengths and weaknesses in relationship to healthy behaviors (i.e., eating patterns and physical activity as related to healthy behaviors; tobacco, alcohol or other drug use; how families deal with conflict; etc.); and
2. Develop personal, family and cultural health goals and strategies for achieving the goals 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. Analyze factors that contribute to intentional and unintentional injuries (i.e., use of alcohol/other drugs, steroid use, food safety, etc.);
2. Describe strategies to prevent intentional and unintentional injuries; and
3. Role play skills related to personal safety in the areas of physical, emotional or sexual abuse.

6: Demonstrate ways to avoid and reduce threatening situations:

1. Analyze threatening situations and reduction strategies to reduce them in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well being;
2. Demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.); and
3. Analyze the possible outcomes of being in dangerous situations and suggest safer options (i.e., riding a bike without a helmet, riding in a car with someone who is intoxicated, etc.).

7: Demonstrate strategies to manage stress:

1. Analyze stressors and strategies to reduce their harmful effects;
2. Analyze the immediate and long term effects of stress on the body; and
3. Demonstrate 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. Explain how qualities within cultures (both positive and negative) in the school and community 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. Examine 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.);

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3. Describe how community and cultural factors 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 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 messages from media and other sources influence health behaviors:

1. Examine health-related advertisements and their influences on health behaviors (i.e., messages around sexual behavior, STI/HIV, exercise, nutrition, violence, alcohol, etc.);
2. Explain 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. Describe 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. Examine 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. Interpret how advances in technology 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. Determine if health messages from peers are valid and discuss appropriate responses;
2. Identify how peers influence personal 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; and
3. 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., sexual activity messages, drug, alcohol, tobacco use messages, suicide ideation, etc.).

Students will demonstrate the ability to co

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

1. Recognize differences in people (i.e., cultural, gender, religion, etc.) and their influences on verbal and non-verbal communication; and

enhance health. Students will:

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. Describe how cultural diversity influences verbal and non-verbal communication;
2. Describe factors in the community (i.e., faith, values, habits, budgets, etc.) that influence behaviors of families and peers and affect interpersonal communication; and
3. Analyze 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. Analyze and demonstrate how to express feelings in a positive way; and
3. Analyze 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. Analyze and demonstrate communication skills as a tool to enhance relationships;
2. Analyze why 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. Analyze risky situations in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being, and identify appropriate responses;
2. Give examples of and 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;
3. Analyze aggressive, passive and assertive ways to respond to conflict; and

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4. Explain and 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 and analyze 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; and
2. Describe possible solutions for resolving 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.

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. Describe and 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; and
2. Analyze the difference between making an individual decision or one in consultation with others.

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

1. Describe and analyze 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 and analyze 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:

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1. Analyze 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 use a condom if sexually active will help prevent an unwanted pregnancy or sexually transmitted infection, the decision not to drink at the party will help prevent making other risk-taking decisions while intoxicated, etc.);
2. Analyze how impulsive actions related to 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., having sex without protection can lead to unwanted pregnancy or sexually transmitted infections, taking drugs can lead to addictive behavior, etc.) and
3. Analyze 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.

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

1. Analyze 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 at least one of 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. Analyze 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
2. Analyze 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 an
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1: Analyze various communication methods to accurately express health information and ideas:

1. Analyze 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. Define and analyze 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. Analyze 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 describe ways to overcome those barriers.

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

1. Role play and analyze 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. Role play and analyze 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 well-being.