

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 29       STANDARDS FOR EXCELLENCE**  
**PART 6            HEALTH EDUCATION**

**6.29.6.1            ISSUING AGENCY:** Public Education Department, hereinafter the department.  
[6.29.6.1 NMAC - N, 6-30-2009]

**6.29.6.2            SCOPE:** All public schools, state educational institutions and educational programs conducted in state institutions other than New Mexico military institute.  
[6.29.6.2 NMAC - N, 6-30-2009]

**6.29.6.3            STATUTORY AUTHORITY:**

A.            Section 22-2-2 NMSA 1978 grants the authority and responsibility for the assessment and evaluation of public schools, state-supported educational institutions and educational programs conducted in state institutions other than New Mexico military institute.

B.            Section 22-2-2 NMSA 1978 directs the department to set graduation expectations and hold schools accountable. Section 22-2C-3 NMSA 1978 requires the department to adopt academic content and performance standards and to measure the performance of public schools in New Mexico.  
[6.29.6.3 NMAC - N, 6-30-2009]

**6.29.6.4            DURATION:** Permanent.  
[6.29.6.4 NMAC - N, 6-30-2009]

**6.29.6.5            EFFECTIVE DATE:** June 30, 2009, unless a later date is cited at the end of a section.  
[6.29.6.5 NMAC - N, 6-30-2009]

**6.29.6.6            OBJECTIVE:** The New Mexico content standards with benchmarks and performance standards for health education are mandated for students in grades K-12. (The New Mexico content standards with benchmarks for health education were adopted in March 1997 as part of 6 NMAC 3.2; the benchmarks and performance standards were revised in June 2007.)  
[6.29.6.6 NMAC - N, 6-30-2009]

**6.29.6.7            DEFINITIONS:** [Reserved.]

**6.29.6.8            CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR HEALTH EDUCATION, Grades K-4:**

A.            Content standard 1: Students will comprehend concepts related to health promotion and disease prevention. Students will:

(1)          grades K-4 benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being;

(a)          grade K performance standards:

(i)          describe how personal choices relate to health and how the consequences of those choices affect self and others (i.e., smoking, lack of physical activity, nutrition, personal hygiene, personal safety, etc.);

(ii)          describe characteristics of healthy and unhealthy relationships (i.e., describe the unique differences of self and others, etc.);

(iii)          describe what is meant by good personal hygiene (i.e., describe the importance of hand washing in disease prevention, etc.);

(b)          grades 1-2 performance standards:

(i)          identify how personal choices relate to health and how the consequences of those choices affect self and others (i.e., smoking, lack of physical activity, nutrition, personal hygiene, personal safety, etc.);

(ii)          identify characteristics of healthy and unhealthy relationships (i.e., describe the unique differences of self and others, etc.);

(iii)          recognize what is meant by good personal hygiene (i.e., describe the importance of hand washing in disease prevention, etc.);

- (c) grades 3-4 performance standards:
  - (i) identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (i.e., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety, etc.);
  - (ii) identify and describe characteristics of healthy and unhealthy relationships (i.e., describe the unique differences of self and others, etc.);
  - (iii) discuss what is meant by good personal hygiene (i.e., describe the importance of hand washing in disease prevention, etc.);
  - (iv) list the steps associated with refusal skills and their relationship to the decision-making process;
- (2) grades K-4 benchmark 2: identify examples of mental, emotional, social and physical health during childhood;
  - (a) grade K performance standards:
    - (i) recognize different emotions;
    - (ii) identify compassionate behavior and its relationship to diversity (i.e., bullying, disabilities, other special needs, etc.);
    - (iii) identify the differences between safe and unsafe situations (i.e., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, etc.);
    - (iv) list positive health choices and activities that promote health and help prevent diseases;
  - (b) grades 1-2 performance standards:
    - (i) describe different emotions;
    - (ii) describe compassionate behavior and its relationship to diversity (i.e., bullying, disabilities, other special needs, etc.);
    - (iii) identify the differences between safe and unsafe situations (i.e., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, etc.);
    - (iv) recall positive health choices and activities that promote health and help prevent diseases;
  - (c) grades 3-4 performance standards:
    - (i) understand different emotions;
    - (ii) recognize compassionate behavior and its relationship to diversity (i.e., bullying, disabilities, other special needs, etc.);
    - (iii) identify and understand the differences between safe and unsafe situations (i.e., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, etc.);
    - (iv) understand positive health choices and activities that promote health and help prevent diseases;
    - (v) describe different types of family units and their relationship to health (i.e., single, grandparent, same sex parents, etc.);
- (3) grades K-4 benchmark 3: describe the basic structure and functions of the human body systems;
  - (a) grade K performance standards:
    - (i) identify the effects of lifestyle choices on body systems (i.e., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, etc.);
    - (ii) describe how stress and emotions affect the body systems;
    - (iii) utilize correct terminology for the human body;
  - (b) grades 1-2 performance standards:
    - (i) know the effects of lifestyle choices on body systems (i.e., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, etc.);
    - (ii) identify and list how stress and emotions affect the body systems;
    - (iii) understand correct terminology for the human body;
  - (c) grades 3-4 performance standards:
    - (i) understand the effects of lifestyle choices on body systems (i.e., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, abstinence, etc.);
    - (ii) recognize how stress and emotions affect the body systems;
    - (iii) utilize correct terminology for the human body;
    - (iv) identify the different changes in body that occur during puberty;

- (4) grades K-4 benchmark 4: describe how physical, social and emotional environments influence personal health;
- (a) grade K performance standards:
    - (i) recognize the behaviors that could affect other people (i.e., smoking, drinking, physical activity, nutrition, etc.);
    - (ii) identify the differences between safe and unsafe situations (i.e., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances, etc.);
    - (iii) know how to access help (i.e., dial 911 in an emergency, trusted adult, etc.);
    - (iv) recognize the influences of media and peer pressure on health;
  - (b) grades 1-2 performance standards:
    - (i) describe the behaviors that could affect other people (i.e., smoking, drinking, physical activity, nutrition, etc.);
    - (ii) identify the differences between safe and unsafe situations (i.e., bullying, good touch/bad touch, alcohol, tobacco and other drugs, food contamination, poisonous substances, etc.);
    - (iii) know how to access help (i.e., dial 911 in an emergency, trusted adult, etc.);
    - (iv) describe the influences of media and peer pressure on health;
  - (c) grades 3-4 performance standards:
    - (i) understand the behaviors that could affect other people (i.e., smoking, drinking, physical activity, nutrition, etc.);
    - (ii) identify the differences between safe and unsafe situations (i.e., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances, etc.);
    - (iii) know how to access help (i.e., dial 911 in an emergency, trusted adult, etc.);
    - (iv) understand the influences of media and peer pressure on health;
- (5) grades K-4 benchmark 5: identify common health issues of children;
- (a) grade K performance standards:
    - (i) name common physical health issues of children in same age group (i.e., intentional and unintentional injury, personal hygiene, etc.);
    - (ii) name common social health issues of children in same age group (i.e., peer pressure, relationships, etc.);
    - (iii) name common emotional health issues of children in same age group (i.e., effects of bullying, when family member is sick, sadness, domestic violence, etc.);
    - (iv) name common environmental health issues that affect children in same age group (i.e., second-hand smoke, litter, noise, etc.);
  - (b) grades 1-2 performance standards:
    - (i) describe common physical health issues of children in same age group (i.e., intentional and unintentional injury, personal hygiene, etc.);
    - (ii) describe common social health issues of children in same age group (i.e., peer pressure, relationships, etc.);
    - (iii) describe common emotional health issues of children in same age group (i.e., effects of bullying, when family member is sick, sadness, domestic violence, etc.);
    - (iv) describe common environmental health issues that affect children in same age group (i.e., second-hand smoke, litter, noise, etc.);
  - (c) grades 3-4 performance standards:
    - (i) recognize common physical health issues of children in same age group (i.e., intentional and unintentional injury, personal hygiene, etc.);
    - (ii) recognize common social health issues of children in same age group (i.e., peer pressure, relationships, etc.);
    - (iii) recognize common emotional health issues of children in same age group (i.e., effects of bullying, when family member is sick, sadness, domestic violence, etc.);
    - (iv) recognize common environmental health issues that affect children in same age group (i.e., second-hand smoke, litter, noise, etc.);
- (6) grades K-4 benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated;
- (a) grade K performance standards:
    - (i) identify symptoms of illness (i.e., runny nose, coughing, fever, stomachache, sadness, etc.);

- (ii) list individuals that can help with detecting and treating childhood injuries and illnesses (i.e., parent, grandparent, teacher, counselor, nurse, doctor, etc.);
- (iii) identify the benefits of following the directions of health care providers;
- (iv) list safety rules for different situations (i.e., playground safety, bus safety, classroom rules, etc.);
- (v) describe the importance of taking personal responsibility for actions;
- (b) grades 1-2 performance standards:
  - (i) describe symptoms of illness (i.e., runny nose, coughing, fever, stomach ache, sadness, etc.);
  - (ii) list individuals that can help with detecting and treating childhood injuries and illnesses (i.e., parent, grandparent, teacher, counselor, nurse, doctor, etc.);
  - (iii) describe the benefits of following the directions of health care providers;
  - (iv) describe safety rules for different situations (i.e., playground safety, bus safety, classroom rules, etc.);
  - (v) describe the importance of taking personal responsibility for actions;
- (c) grades 3-4 performance standards:
  - (i) recognize symptoms of illness (i.e., runny nose, coughing, fever, stomach ache, sadness, etc.);
  - (ii) list individuals that can help with detecting and treating childhood injuries and illnesses and explain what role the individuals play (i.e., parent, grandparent, teacher, counselor, nurse, doctor, etc.);
  - (iii) understand the benefits of following the directions of health care providers;
  - (iv) list and understand safety rules for different situations (i.e., playground safety, bus safety, classroom rules, etc.);
  - (v) understand the importance of taking personal responsibility for actions.

B. Content standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will:

- (1) grades K-4 benchmark 1: identify characteristics of valid health information and health-promoting products and services;
  - (a) grade K performance standards:
    - (i) recognize safe and unsafe products in the home and community (i.e., bleach vs. milk, used needles, etc.);
    - (ii) identify appropriate adults to talk to regarding health and safety issues;
    - (iii) recognize health-promoting products and services (i.e., food choices, community services, physical activity, etc.);
  - (b) grades 1-2 performance standards:
    - (i) identify safe and unsafe products in the home and community (i.e., bleach vs. milk, used needles, etc.);
    - (ii) identify health-promoting products and services (i.e., food choices, community services, physical activity, etc.);
    - (iii) identify where to seek valid health information (i.e., doctor, dentist, nurse, counselor, appropriate adult, etc.);
  - (c) grades 3-4 performance standards:
    - (i) identify safe and unsafe products in the home and community (i.e., bleach vs. milk, used needles, etc.);
    - (ii) demonstrate universal precautions in handling unsafe/contaminated products and materials (i.e., blood-borne pathogens, etc.);
    - (iii) identify health-promoting products and services (i.e., food choices, community services, physical activity, etc.);
    - (iv) identify where to seek valid health information (i.e., doctor, dentist, nurse, counselor, appropriate adult, etc.);
    - (v) analyze health information that may be confusing or contradictory (i.e., from media, peers, siblings, etc.);
- (2) grades K-4 benchmark 2: demonstrate the ability to locate resources from home, school and community that provide valid health information;
  - (a) grade K performance standards:

- (i) recall own address and phone number; identify safe adults (i.e., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult, etc.);
- (ii) recognize unsafe environments/situations;
- (b) grades 1-2 performance standards:
  - (i) understand how to use emergency phone numbers (i.e., 911, poison control, etc.);
  - (ii) identify safe adults (i.e., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult, etc.);
  - (iii) recognize unsafe environments/situations;
  - (iv) identify where to seek valid health information;
- (c) grades 3-4 performance standards:
  - (i) demonstrate ability to use emergency phone numbers (i.e., 911, poison control, etc.);
  - (ii) identify safe adults (i.e., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult, etc.);
  - (iii) recognize unsafe environments/situations;
  - (iv) identify where to seek valid health information;
  - (v) identify location of first aid kit/station;
- (3) grades K-4 benchmark 3: explain how the media influences the selection of health information, products and services;
  - (a) grade K performance standard: recognize that media messages may be misleading;
  - (b) grades 1-2 performance standards:
    - (i) recognize that media messages may be misleading;
    - (ii) recognize the goals of media (i.e., sell, entertain, etc.);
    - (iii) 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;
  - (c) grades 3-4 performance standards:
    - (i) identify media messages that may be misleading;
    - (ii) identify the goals of media (i.e., sell, entertain, etc.);
    - (iii) identify 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) grades K-4 benchmark 4: demonstrate the ability to locate school and community health helpers;
  - (a) grade K performance standards:
    - (i) recognize safety officials (i.e., police, fire, security, crossing guard, etc.);
    - (ii) identify safe adults (i.e., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult, etc.);
  - (b) grades 1-2 performance standards:
    - (i) recognize safety officials (i.e., police, fire, security, crossing guard, etc.);
    - (ii) identify safe adults (i.e., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult, etc.);
  - (c) grades 3-4 performance standards:
    - (i) explain the role of safety officials (i.e., police, fire, security, crossing guard, etc.);
    - (ii) explain the role(s) of safe adults (i.e., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult, etc.).

C. Content standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:

- (1) grades K-4 benchmark 1: identify responsible health behaviors;
  - (a) grade K performance standard: list responsible health behaviors (i.e., washing hands, brushing teeth, exercise, etc.);
  - (b) grades 1-2 performance standards:
    - (i) recognize responsible health behaviors in self and others (i.e., personal hygiene, not drinking and driving, daily physical activity, eating fruits and vegetables, etc.);
    - (ii) demonstrate conflict resolution skills;
  - (c) grades 3-4 performance standards:
    - (i) demonstrate responsible health behaviors (i.e., proper personal hygiene, participating in daily physical activity, eating fruits and vegetables, wearing seat belts, abstinence, etc.);

- (ii) role play conflict resolution skills;
  - (iii) identify behaviors that promote healthy relationships (i.e., sharing, supporting, caring, listening, etc.);
- (2) grades K-4 benchmark 2: identify personal health needs;
  - (a) grade K performance standards:
    - (i) identify where to go when you don't feel good (i.e., parent, teacher, school nurse, etc.);
    - (ii) recognize the importance of hygiene (i.e., washing hands to avoid colds, etc.);
    - (iii) identify personal safety rules (i.e., don't push others, playground safety, don't go with strangers, etc.);
  - (b) grades 1-2 performance standards:
    - (i) describe where to go when you don't feel good (i.e., parent, teacher, school nurse, etc.);
    - (ii) demonstrate the importance of hygiene (i.e., washing hands to avoid colds, etc.);
    - (iii) recognize personal safety rules (i.e., don't push others, playground safety, don't go with strangers, etc.);
  - (c) grades 3-4 performance standards:
    - (i) identify the relationship between physical activity and nutrition as related to healthy development;
    - (ii) identify ways in which diseases are transmitted or are not transmitted (i.e., HIV, common cold, measles, etc.);
- (3) grades K-4 benchmark 3: compare behaviors that are safe to those that are risky or harmful;
  - (a) grade K performance standards:
    - (i) list safety rules;
    - (ii) list safe and unsafe situations;
  - (b) grades 1-2 performance standards:
    - (i) identify when to report dangerous situations to an adult;
    - (ii) 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;
  - (c) grades 3-4 performance standards:
    - (i) predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
    - (ii) understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
- (4) grades K-4 benchmark 4: demonstrate strategies to improve or maintain personal health;
  - (a) grade K performance standard: 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 (i.e., eat fruits and vegetables, exercise, don't smoke, etc.);
  - (b) grades 1-2 performance standards:
    - (i) 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 (i.e., eat fruits and vegetables, exercise, don't smoke, etc.);
    - (ii) 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;
    - (iii) 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 (i.e., walk away from a fight, participate in physical activity, identify healthier foods from a list of foods, etc.);
  - (c) grades 3-4 performance standards:
    - (i) demonstrate 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 (i.e., eat fruits and vegetables, exercise, don't smoke, abstinence, etc.);
    - (ii) 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;

(iii) demonstrate 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 (i.e., avoiding a fight, participating in physical activity, choosing healthier foods from a list of foods, abstinence, etc.);

(5) grades K-4 benchmark 5: develop injury prevention and management strategies for personal health;

(a) grade K performance standards:

(i) identify substances that are unsafe to touch (i.e., blood, bleach, needles, etc.);

(ii) practice safety rules at home, in school and in the community;

(b) grades 1-2 performance standards:

(i) 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;

(ii) demonstrate safety rules at home, in school and in the community;

(c) grades 3-4 performance standards:

(i) identify when food is safe to eat (i.e., recognize expiration dates, etc.);

(ii) 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;

(iii) recognize and demonstrate safety rules at home, in school and in the community;

(6) grades K-4 benchmark 6: demonstrate ways to avoid and reduce threatening situations;

(a) grade K performance standards:

(i) list situations that may be dangerous;

(ii) list trusted adults to go to when faced with a dangerous situation;

(b) grades 1-2 performance standards: identify trusted adults to go to when faced with a threatening situation;

(c) grades 3-4 performance standards:

(i) recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

(ii) recognize how peer pressure can lead to dangerous or risky situations;

(iii) demonstrate conflict resolution skills;

(7) grades K-4 benchmark 7: apply skills to manage stress;

(a) grade K performance standard: practice stress management skills (i.e., daily physical activity, singing, being read to, etc.);

(b) grades 1-2 performance standards:

(i) identify situations that cause stress and recognize that stress is not always negative (i.e., bullies, going to a birthday party, reading out loud, etc.);

(ii) list activities that help reduce stress (i.e., physical activity, reading, etc.);

(c) grades 3-4 performance standards:

(i) identify the body's reaction to stressful situations (i.e., fight or flight, increased heart rate, etc.);

(ii) demonstrate stress management skills.

D. Content standard 4: Students will analyze the influence of culture, media, technology and other factors on health. Students will:

(1) grades K-4 benchmark 1: describe how cultures within the local community influence personal health behaviors;

(a) grade K performance standards:

(i) list similarities and differences in cultures within the community;

(ii) list how the media and culture portray gender roles (i.e., pink=girls, blue=boys, short hair vs. long hair, different toys, etc.);

(b) grades 1-2 performance standards:

(i) recognize similarities and differences in cultures within the community;

(ii) recognize how the media and culture portray gender roles (i.e., pink=girls, blue=boys, short hair vs. long hair, different toys, etc.);

(iii) 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;

(c) grades 3-4 performance standards:

- (i) describe qualities of different cultures 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;
  - (ii) describe how the media and culture portray gender roles (i.e., pink=girls, blue=boys, short hair vs. long hair, different toys, etc.);
- (2) grades K-4 benchmark 2: Explain how media influences thoughts, feelings and health behaviors.
  - (a) grade K performance standards:
    - (i) list different forms of media (i.e., television, newspaper, magazines, radio, etc.);
    - (ii) list the purposes for media (i.e., entertain, sell products, promote services, etc.);
    - (iii) understand that not all media messages are true;
    - (iv) understand how media influences feelings and thoughts;
  - (b) grades 1-2 performance standards:
    - (i) identify different forms of media (i.e., television, newspaper, magazines, radio, etc.);
    - (ii) identify the purposes for media (i.e., entertain, sell products, promote services, etc.);
    - (iii) understand that not all media messages are true;
    - (iv) recognize how media influences feelings and thoughts;
  - (c) grades 3-4 performance standards:
    - (i) describe the purposes for media (i.e., entertain, sell products, promote services, etc.);
    - (ii) identify how to determine if media messages are true;
    - (iii) recognize how media influences feelings, thoughts and 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 (i.e., abstain from sexual behavior, use drugs, be aggressive, eat healthy foods, participate in physical activity, etc.);
- (3) grades K-4 benchmark 3: describe ways technology can influence personal health;
  - (a) grade K performance standards:
    - (i) list different forms of technology (i.e., computers, video games, microwaves, cell phones, etc.);
    - (ii) list the purposes for technology (i.e., convenience, entertainment, selling products, promoting services, etc.);
    - (iii) understand that technology affects how we live;
  - (b) grades 1-2 performance standards:
    - (i) identify different forms of technology (i.e., computers, video games, microwaves, cell phones, etc.);
    - (ii) identify the purposes for technology (i.e., convenience, entertainment, selling products, promoting services, etc.);
    - (iii) understand that technology affects how we live;
  - (c) grades 3-4 performance standards:
    - (i) describe different forms of technology (i.e., computers, video games, microwaves, cell phones, etc.);
    - (ii) 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 (i.e., medical, conveniences, communication, etc.);
    - (iii) describe how technology affects how we live;
- (4) grades K-4 benchmark 4: explain how information from school and family influences health;
  - (a) grade K performance standard: 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 (i.e., what types of snacks you eat at home, stranger danger, family activities, etc.);
  - (b) grades 1-2 performance standards:
    - (i) recognize 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 (i.e., what types of snacks you eat at home, stranger danger, family activities, etc.);
    - (ii) list different types of families (i.e., two parents, single parents, extended families, etc.);
  - (c) grades 3-4 performance standards:



(i) describe 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 (i.e., what types of snacks you eat at home, stranger danger, family activities, etc.);

(ii) describe different types of families and how the structure influences 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., vegetarian vs. non-vegetarian, working parents and time for family activities and proper nutrition, smoking parents and second-hand smoke, etc.);

(iii) recognize that there are multiple messages about health, based on values and beliefs.

E. Content standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:

(1) grades K-4 benchmark 1: distinguish between verbal and non-verbal communication;

(a) grade K performance standards:

(i) describe the differences between verbal and non-verbal communication;

(ii) understand that people communicate in different ways;

(iii) recognize different feelings and the verbal and non-verbal forms of communication

associated with them;

(b) grades 1-2 performance standards:

(i) identify the differences between verbal and non-verbal communication;

(ii) describe how people communicate in different ways;

(iii) recognize different feelings and the verbal and non-verbal forms of communication

associated with them;

(c) grades 3-4 performance standards:

(i) demonstrate the differences between verbal and non-verbal communication;

(ii) demonstrate how people communicate in different ways;

(iii) recognize and describe different feelings and the verbal and non-verbal forms of

communication associated with them;

(2) grades K-4 benchmark 2: describe characteristics needed to be a responsible friend and family

member;

(a) grade K performance standards:

(i) list characteristics of behaviors that are healthy;

(ii) identify actions to help friends make healthy decisions;

(b) grades 1-2 performance standard: list ways that a person can show responsibility for his/her

own health behaviors;

(c) grades 3-4 performance standard: explain the importance of assuming personal

responsibility for health behaviors;

(3) grades K-4 benchmark 3: demonstrate positive ways to express needs, wants and feelings;

(a) grade K performance standards:

(i) identify feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);

(ii) identify how to express feelings in a positive way;

(b) grades 1-2 performance standards:

(i) explain feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);

(ii) explain how to express feelings in a positive way;

(c) grades 3-4 performance standards:

(i) demonstrate feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);

(ii) demonstrate how to express feelings in a positive way;

(iii) demonstrate how to respond appropriately to other people's needs, wants and

feelings;

(4) grades K-4 benchmark 4: demonstrate ways to communicate care, consideration and respect of

self and others;

(a) grade K performance standard: demonstrate the ability to use "I" statements;

(b) grades 1-2 performance standard: demonstrate the ability to appropriately use "I" statements in communication;

(c) grades 3-4 performance standards:

- (i) identify respectful and caring acts of self and others;
    - (ii) demonstrate the ability to appropriately use “I” statements in communication;
  - (5) grades K-4 benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships;
    - (a) grade K performance standards:
      - (i) understand the importance of letting people speak without interruption;
      - (ii) understand when it is appropriate to interrupt for health needs;
      - (iii) recognize when someone is telling you to do something that is wrong;
    - (b) grades 1-2 performance standards:
      - (i) demonstrate listening skills as a tool to enhance relationships;
      - (ii) describe when it is appropriate to interrupt for health needs;
      - (iii) recognize when someone is telling you to do something that is wrong;
    - (c) grades 3-4 performance standards:
      - (i) describe and demonstrate listening skills as a tool to enhance relationships;
      - (ii) demonstrate when it is appropriate to interrupt for health needs;
      - (iii) recognize when someone is telling you to do something that is wrong;
  - (6) grades K-4 benchmark 6: demonstrate refusal skills and explain why they are important to enhance health;
    - (a) grade K performance standard: identify refusal skills in the areas related to sexuality (i.e., good touch/bad touch, etc.); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
    - (b) grades 1-2 performance standard: explain refusal skills in the areas related to sexuality (i.e., good touch/bad touch, etc.); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
    - (c) grades 3-4 performance standard: demonstrate refusal skills in the areas related to sexuality (i.e., good touch/bad touch, etc.); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
  - (7) grades K-4 benchmark 7: differentiate between negative and positive behaviors used in conflict situations;
    - (a) grade K performance standards:
      - (i) list the differences between negative and positive behaviors;
      - (ii) list situations that cause conflict;
    - (b) grades 1-2 performance standards:
      - (i) identify common conflict situations that occur among friends, family members and others;
      - (ii) describe possible causes of conflict;
      - (iii) explain the differences between negative and positive behaviors used in conflict situations;
    - (c) grades 3-4 performance standards: demonstrate conflict mediation and conflict resolution skills;
  - (8) grades K-4 benchmark 8: demonstrate non-violent strategies to resolve conflicts;
    - (a) grade K performance standards:
      - (i) list non-violent strategies to resolve conflict;
      - (ii) list situations that cause conflict;
    - (b) grades 1-2 performance standards:
      - (i) identify common conflict situations that occur among friends, family members and others;
      - (ii) explain non-violent strategies to resolve conflict;
    - (c) grades 3-4 performance standard: demonstrate conflict mediation and conflict resolution skills.

F. Content standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:

- (1) grades K-4 benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems;
  - (a) grade K performance standard: list steps in the decision-making process;

(b) grades 1-2 performance standard: identify actions to make healthy decisions in the areas related to sexuality (i.e., good touch/bad touch, etc.); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

(c) grades 3-4 performance standard: demonstrate actions to make healthy decisions in the areas related to sexuality (i.e., good touch/bad touch, etc.); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

(2) grades K-4 benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals;

(a) grade K performance standard: list examples of when it is appropriate to ask for help in making health-related decisions (i.e., when you are lost, when being bullied, etc.);

(b) grades 1-2 performance standard: identify when it is appropriate to ask for help in making health-related decisions (i.e., when you are lost, when being bullied, etc.);

(c) grades 3-4 performance standards:

(i) explain when it is appropriate to ask for help in making health-related decisions (i.e., when you are lost, when being bullied, etc.);

(ii) set health-related goals (i.e., wear seat belts, be active every day, wash hands, etc.);

(3) grades K-4 benchmark 3: predict outcomes of positive health decisions;

(a) grade K performance standard: list consequences of actions (i.e., wearing a seat belt will help avoid injuries if in a car accident, etc.);

(b) grades 1-2 performance standard: 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 (i.e., eating right and exercising leads to healthy development, etc.);

(c) grades 3-4 performance standard: 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 (i.e., saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively affects your thinking, etc.);

(4) grades K-4 benchmark 4: set a personal health goal and track progress toward achievement;

(a) grade K performance standard: list what personal health goals are appropriate for your age (i.e., wash hands, wear seat belts, etc.);

(b) grades 1-2 performance standard: 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;

(c) grades 3-4 performance standard: identify and track progress of 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.

G. Content standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health. Students will:

(1) grade K-4 benchmark 1: describe a variety of methods to convey accurate health information and ideas;

(a) grade K performance standard: list ways to convey accurate health information and ideas (i.e., storytelling, talking to a health professional, etc.);

(b) grades 1-2 performance standard: recognize methods to convey accurate health information and ideas;

(c) grades 3-4 performance standard: describe how to communicate with others about making healthy choices;

(2) grades K-4 benchmark 2: express information and opinions about health issues;

(a) grade K performance standard: be able to express feelings to others (i.e., when they are sick, feel unsafe, etc.);

(b) grades 1-2 performance standard: discuss when it is appropriate to express opinions about health issues;

(c) grades 3-4 performance standard: describe 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) grades K-4 benchmark 3: identify community agencies/resources that advocate for healthy individuals, families, peers and communities;

- (a) grade K performance standard: identify appropriate adults to go to for health issues (i.e., who is a safe adult to go to when you are being bullied, etc.);
  - (b) grades 1-2 performance standard: list places and people in the school and community you can go to for health information (i.e., school nurse, doctor's office, etc.);
  - (c) grades 3-4 performance standard: list places, resources and people in the school and community you can go to for health information (i.e., school nurse, doctor's office, books, etc.);
  - (4) grades K-4 benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices;
    - (a) grade K performance standard: list positive health choices;
    - (b) grades 1-2 performance standard: list ways to help others make healthy choices;
    - (c) grades 3-4 performance standard: describe how to help others make healthy choices.
- [6.29.6.8 NMAC - Rp, 6.30.2.19 NMAC, 6-30-2009]

**6.29.6.9 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR HEALTH EDUCATION, Grades 5-8:**

- A. Content standard 1: Students will comprehend concepts related to health promotion and disease prevention. Students will:
- (1) grades 5-8 benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death;
    - (a) grades 5-6 performance standards:
      - (i) 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;
      - (ii) 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.);
      - (iii) explain how personal daily choices can affect future health status;
    - (b) grades 7-8 performance standards:
      - (i) 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;
      - (ii) 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.);
      - (iii) analyze how personal daily choices can affect future health status;
  - (2) grades 5-8 benchmark 2: describe the interrelationship of mental, emotional, social and physical health during adolescence;
    - (a) grades 5-6 performance standards:
      - (i) 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;
      - (ii) 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;
      - (iii) describe how changes during adolescence affect mental, emotional, social and physical health;
      - (iv) identify positive stress reduction techniques and the impact on mental, emotional, social and physical health during adolescence;
      - (v) describe patterns of addiction and its influence on mental, emotional, social and physical health during adolescence;
    - (b) grades 7-8 performance standards:
      - (i) 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;
      - (ii) 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;

(iii) understand how changes during adolescence affect mental, emotional, social and physical health;

(iv) identify positive stress reduction techniques and the impact on mental, emotional, social and physical health during adolescence;

(v) analyze patterns of addiction and its influence on mental, emotional, social and physical health during adolescence;

(3) grades 5-8 benchmark 3: explain how health is influenced by the interaction of body systems;

(a) grades 5-6 performance standard: 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;

(b) grades 7-8 performance standard: 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;

(4) grades 5-8 benchmark 4: describe how family and peers influence the health of adolescents;

(a) grades 5-6 performance standard: 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;

(b) grades 7-8 performance standard: 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) grades 5-8 benchmark 5: analyze how environments and personal health are interrelated;

(a) grades 5-6 performance standards:

(i) 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;

(ii) understand the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities;

(b) grades 7-8 performance standards:

(i) 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;

(ii) analyze the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities;

(6) grades 5-8 benchmark 6: describe ways to reduce risks related to adolescent health issues;

(a) grades 5-6 performance standards:

(i) 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;

(ii) 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;

(iii) 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.);

(b) grades 7-8 performance standards:

(i) analyze 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;

(ii) 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;

(iii) 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) grades 5-8 benchmark 7: explain how health care can prevent premature death and disability;

(a) grades 5-6 performance standards:

(i) 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;

- (ii) 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;
- (b) grades 7-8 performance standards:
  - (i) 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;
  - (ii) identify ways to access health care providers within the community and state;
  - (iii) understand how family history, genetics and preventive health care can affect personal health;
- (8) grades 5-8 benchmark 8: describe how lifestyle, pathogens, family history and other risk factors are related to the prevention or cause of disease and other health problems;
  - (a) grades 5-6 performance standards:
    - (i) 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;
    - (ii) 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;
  - (b) grades 7-8 performance standards:
    - (i) 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;
    - (ii) 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.
- B. Content standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will:
  - (1) grades 5-8 benchmark 1: analyze the availability and validity of health information, products and services;
    - (a) grades 5-6 performance standards:
      - (i) 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;
      - (ii) analyze health-promoting products and services (i.e., food choices, community services, physical activity, etc.);
      - (iii) analyze health information that may be confusing or contradictory (i.e., from media, peers, siblings, etc.);
    - (b) grades 7-8 performance standards:
      - (i) 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.);
      - (ii) identify and evaluate products that claim to have a positive impact on health or wellness;
      - (iii) 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) grades 5-8 benchmark 2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information;
    - (a) grades 5-6 performance standards:
      - (i) 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;
      - (ii) 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;
    - (b) grades 7-8 performance standards:

- (i) 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.);
  - (ii) 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;
  - (iii) identify and provide solutions to barriers for health care (i.e., costs, transportation, culture, accessibility, etc.);
  - (iv) 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;
  - (v) 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) grades 5-8 benchmark 3: analyze how the media influences the selection of health information and products;
- (a) grades 5-6 performance standards:
    - (i) analyze why media messages may be misleading;
    - (ii) explain the goals of media (i.e., sell, entertain, etc.);
    - (iii) 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;
  - (b) grades 7-8 performance standards:
    - (i) analyze why media messages may be misleading;
    - (ii) interpret the goals of media (i.e., sell, entertain, etc.);
    - (iii) 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) grades 5-8 benchmark 4: demonstrate the ability to locate health products and services;
- (a) grades 5-6 performance standards:
    - (i) 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;
    - (ii) 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;
  - (b) grades 7-8 performance standards:
    - (i) 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;
    - (ii) 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) grades 5-8 benchmark 5: compare the costs and validity of health products;
- (a) grades 5-6 performance standards:
    - (i) 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.);
    - (ii) 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.);
    - (iii) 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;
  - (b) grades 7-8 performance standards:
    - (i) 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.);

(ii) 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.);

(iii) 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) grades 5-8 benchmark 6: describe situations requiring professional health services;

(a) grades 5-6 performance standards:

(i) 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.);

(ii) 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.);

(iii) recognize and identify professional health services in the community;

(b) grades 7-8 performance standards:

(i) 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.);

(ii) 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.);

(iii) recognize and identify professional health services in the community.

C. Content standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:

(1) grades 5-8, benchmark 1: explain the importance of assuming responsibility for personal health behaviors;

(a) grades 5-6 performance standards:

(i) 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;

(ii) describe the consequences of personal health choices and their effects;

(iii) 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;

(b) grades 7-8 performance standards:

(i) 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;

(ii) 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) grades 5-8 benchmark 2: analyze a personal health assessment to determine health strengths and risks;

(a) grades 5-6 performance standards:

(i) 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.);

(ii) 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.);

(b) grades 7-8 performance standards:

(i) 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.);



- (ii) 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) grades 5-8 benchmark 3: distinguish between safe and risky or harmful behavior in relationships;
  - (a) grades 5-6 performance standards:
    - (i) 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.);
    - (ii) identify negative or harmful behaviors in relationships and identify strategies to resolve the situation;
  - (b) grades 7-8 performance standards:
    - (i) 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.);
    - (ii) recognize negative or harmful behaviors in relationships and identify strategies to resolve the situation;
- (4) grades 5-8 benchmark 4: demonstrate strategies to improve or maintain personal and family health;
  - (a) grades 5-6 performance standards:
    - (i) 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;
    - (ii) 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;
  - (b) grades 7-8 performance standards:
    - (i) 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.);
    - (ii) 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) grades 5-8 benchmark 5: develop injury prevention and management strategies for personal and family health;
  - (a) grades 5-6 performance standards:
    - (i) identify factors that contribute to intentional and unintentional injuries (i.e., use of alcohol/other drugs, steroid use, food safety, etc.);
    - (ii) identify strategies to prevent intentional and unintentional injuries;
    - (iii) describe skills related to personal safety in the areas of physical, emotional or sexual abuse;
  - (b) grades 7-8 performance standards:
    - (i) analyze factors that contribute to intentional and unintentional injuries (i.e., use of alcohol/other drugs, steroid use, food safety, etc.);
    - (ii) describe strategies to prevent intentional and unintentional injuries;
    - (iii) role play skills related to personal safety in the areas of physical, emotional or sexual abuse;
- (6) grades 5-8 benchmark 6: demonstrate ways to avoid and reduce threatening situations;
  - (a) grades 5-6 performance standards:
    - (i) 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;
    - (ii) demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.);
  - (b) grades 7-8 performance standards:

(i) 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;

(ii) demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.);

(iii) 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) grades 5-8 benchmark 7: demonstrate strategies to manage stress;

(a) grades 5-6 performance standards:

(i) identify stressors and strategies to reduce their harmful effects;

(ii) identify the immediate and long term effects of stress on the body;

(iii) identify ways to manage stress;

(b) Grades 7-8 performance standards:

(i) analyze stressors and strategies to reduce their harmful effects;

(ii) analyze the immediate and long term effects of stress on the body;

(iii) demonstrate ways to manage stress;

D. Content standard 4: Students will analyze the influence of culture, media, technology and other factors on health. Students will:

(1) grades 5-8 benchmark 1: describe the influence of cultural beliefs on health behaviors and the use of health services;

(a) grades 5-6 performance standards:

(i) 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;

(ii) 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.);

(iii) identify community and cultural factors that influence health (i.e., religion, values, habits, money, gender, ethnicity, etc.);

(iv) compare cultural values and beliefs with personal values and beliefs and identify how they relate to health behaviors and choices;

(b) grades 7-8 performance standards:

(i) 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;

(ii) 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.);

(iii) describe how community and cultural factors influence health (i.e., religion, values, habits, money, gender, ethnicity, etc.);

(iv) 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) grades 5-8 benchmark 2: analyze how messages from media and other sources influence health behaviors;

(a) grades 5-6 performance standards:

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

(ii) 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. non-smoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.);

(iii) identify sources that can help to determine whether media messages are true or false;

(iv) apply refusal skills in choices related to media messages;

(b) grades 7-8 performance standards:

(i) examine health-related advertisements and their influences on health behaviors (i.e., messages around sexual behavior, STI/HIV, exercise, nutrition, violence, alcohol, etc.);

- (ii) 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. non-smoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.);
- (iii) describe sources that can help to determine whether media messages are true or false;
- (iv) apply refusal skills in choices related to media messages;
- (3) grades 5-8 benchmark 3: analyze the influence of technology on personal and family health;
  - (a) grades 5-6 performance standards:
    - (i) 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.);
    - (ii) 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.);
  - (b) grades 7-8 performance standards:
    - (i) 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.);
    - (ii) 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) grades 5-8 benchmark 4: analyze how information from peers influences health;
  - (a) grades 5-6 performance standards:
    - (i) recognize that there are multiple messages (positive and negative) about health from peers;
    - (ii) 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.);
  - (b) grades 7-8 performance standards:
    - (i) determine if health messages from peers are valid and discuss appropriate responses;
    - (ii) 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;
    - (iii) 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.).

E. Content standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:

- (1) grades 5-8 benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships;
  - (a) grades 5-6 performance standards:
    - (i) recognize and describe different feelings and verbal and non-verbal forms of communication associated with them;
    - (ii) 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;
  - (b) grades 7-8 performance standards:
    - (i) recognize differences in people (i.e., cultural, gender, religion, etc.) and their influences on verbal and non-verbal communication;
    - (ii) 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) grades 5-8 benchmark 2: describe how the behavior of family and peers affects interpersonal communication;
  - (a) grades 5-6 performance standards:

- (i) recognize cultural diversity and its influence on verbal and non-verbal communication;
- (ii) identify factors in the community (i.e., faith, values, habits, budgets, etc.) that influence behaviors of families and peers that affect interpersonal communication;
- (iii) describe how values are formed;
- (b) grades 7-8 performance standards:
  - (i) describe how cultural diversity influences verbal and non-verbal communication;
  - (ii) describe factors in the community (i.e., faith, values, habits, budgets, etc.) that influence behaviors of families and peers and affect interpersonal communication;
  - (iii) analyze how values are formed;
- (3) grades 5-8 benchmark 3: demonstrate positive ways to express needs, wants and feelings;
  - (a) grades 5-6 performance standards:
    - (i) recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);
    - (ii) describe and demonstrate how to express feelings in a positive way;
    - (iii) describe and demonstrate how to respond appropriately to other people's needs, wants and feelings;
  - (b) grades 7-8 performance standards:
    - (i) recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);
    - (ii) analyze and demonstrate how to express feelings in a positive way;
    - (iii) analyze and demonstrate how to respond appropriately to other people's needs, wants and feelings;
- (4) grades 5-8 benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others;
  - (a) grades 5-6 performance standard: 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;
  - (b) grades 7-8 performance standard: analyze 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) grades 5-8 benchmark 5: demonstrate communication skills to build and maintain relationships;
  - (a) grades 5-6 performance standards:
    - (i) describe and demonstrate communication skills as a tool to enhance relationships;
    - (ii) 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;
    - (iii) 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;
  - (b) grades 7-8 performance standards:
    - (i) analyze and demonstrate communication skills as a tool to enhance relationships;
    - (ii) 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;
    - (iii) 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) grades 5-8 benchmark 6: demonstrate refusal and negotiation skills to enhance health;
  - (a) grades 5-6 performance standards:
    - (i) 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;
    - (ii) discuss aggressive, passive and assertive ways to respond to conflict;
    - (iii) 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;

- (b) grades 7-8 performance standards:
    - (i) 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;
    - (ii) 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;
    - (iii) analyze aggressive, passive and assertive ways to respond to conflict;
    - (iv) 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) grades 5-8 benchmark 7: analyze the possible causes of conflict among youth in schools and communities;
    - (a) grades 5-6 performance standard: 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;
    - (b) grades 7-8 performance standards:
      - (i) 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;
      - (ii) 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) grades 5-8 benchmark 8: demonstrate strategies to manage conflict in positive ways;
    - (a) grades 5-6 performance standard: 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;
    - (b) grades 7-8 performance standard: 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.
- F. Content standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:
- (1) grades 5-8 benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively;
    - (a) grades 5-6 performance standard: 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;
    - (b) grades 7-8 performance standards:
      - (i) 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;
      - (ii) analyze the difference between making an individual decision or one in consultation with others;
  - (2) grades 5-8 benchmark 2: analyze how health-related decisions are influenced by individuals, family, peers and community values;
    - (a) grades 5-6 performance standards:
      - (i) 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;
      - (ii) 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;
    - (b) grades 7-8 performance standards:
      - (i) 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;

(ii) 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) grades 5-8 benchmark 3: predict how decisions regarding health behaviors have consequences for self and others;

(a) grades 5-6 performance standards:

(i) 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.);

(ii) 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.);

(b) grades 7-8 performance standards:

(i) 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.);

(ii) 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.);

(iii) 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) grades 5-8 benchmark 4: apply strategies and skills needed to attain personal health goals;

(a) grades 5-6 performance standards:

(i) 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;

(ii) 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;

(b) grades 7-8 performance standards:

(i) 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;

(ii) 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) grades 5-8 benchmark 5: describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities;

(a) grades 5-6 performance standards:

(i) 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.);

(ii) 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;

(b) grades 7-8 performance standards:

(i) 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.);

- (ii) 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) grades 5-8 benchmark 6: develop a plan that addresses personal strengths, needs and health risks;
  - (a) grades 5-6 performance standards:
    - (i) identify personal strengths, needs and health risks;
    - (ii) develop a personal wellness plan that addresses a personal health need and goal;
  - (b) grades 7-8 performance standards:
    - (i) identify personal strengths, needs and health risks;
    - (ii) develop a personal wellness plan that addresses a personal health need and goal.

G. Content standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health. Students will:

- (1) grades 5-8 benchmark 1: analyze various communication methods to accurately express health information and ideas;
    - (a) grades 5-6 performance standard: 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;
    - (b) grades 7-8 performance standard: 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) grades 5-8 benchmark 2: express information and opinions about health issues;
    - (a) grades 5-6 performance standard: 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;
    - (b) grades 7-8 performance standard: 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) grades 5-8 benchmark 3: identify barriers to effective communication of information, ideas, feelings and opinions about health issues;
    - (a) grades 5-6 performance standard: 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;
    - (b) grades 7-8 performance standard: 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) grades 5-8 benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices;
    - (a) grades 5-6 performance standard: 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;
    - (b) grades 7-8 performance standard: 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) grades 5-8 benchmark 5: demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools;
    - (a) 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 well-being;
    - (b) grades 7-8 performance standard: 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.
- [6.29.6.9 NMAC - Rp, 6.30.2.19 NMAC, 6-30-2009]

**6.29.6.10 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR HEALTH EDUCATION, Grades 9-12:**

- A. Content standard 1: Students will comprehend concepts related to health promotion and disease prevention. Students will:
- (1) grades 9-12 benchmark 1: analyze how behavior can impact health maintenance and disease prevention; grades 9-12 performance standards:
    - (a) differentiate between risks and benefits regarding choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
    - (b) identify alternatives to health risk 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, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs,” etc.);
    - (c) identify ways to avoid health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; discuss and analyze the difference(s) between healthy and unhealthy relationships;
    - (d) explain how attitude(s) and behavior(s) affect health of self and others;
  - (2) grades 9-12 benchmark 2: describe the interrelationships of mental, emotional, social and physical health throughout life; grades 9-12 performance standards:
    - (a) identify and analyze how social systems, peer pressure and family history relate to mental, emotional, social and physical health throughout life;
    - (b) describe the relationship between actions and consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and the impact on mental, emotional, social and physical health throughout life (i.e., unintended pregnancy, STI/HIV, chronic diseases, addiction, intentional and unintentional injuries, depression, suicide, etc.);
    - (c) explain relationship between risk behaviors and 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 (i.e., drinking and sexual behavior, lack of physical activity/nutrition choices and chronic diseases, etc.);
    - (d) describe how emotions affect 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 (i.e., attraction, love, lust, infatuation, jealousy, anger, etc.);
    - (e) describe ways to manage stress (i.e., physical activity, relaxation, etc.);
  - (3) grades 9-12 benchmark 3: explain the impact of personal health behaviors on the functioning of body systems; grades 9-12 performance standards:
    - (a) identify and analyze 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 on the functioning of body systems (i.e., physical activity and the respiratory system, contracting a sexually-transmitted disease and the reproductive system, etc.);
    - (b) identify emotional and physical changes that occur during puberty; identify the impact of health screenings on personal health and wellness; identify ways in which diseases are transmitted (i.e., HIV, bacterial diseases, viral diseases, etc.);
    - (c) describe how untreated health conditions can affect the functioning of body systems (i.e., an untreated sexually-transmitted infection on the reproductive system, untreated asthma on the respiratory system, etc.); explain the benefits of healthy food choices and physical activity on body systems (i.e., weight gain/loss, heart disease, diabetes, etc.);
  - (4) grades 9-12 benchmark 4: analyze how the family, peers and community influence the health of individuals; grades 9-12 performance standards:
    - (a) identify and analyze how family, peers and community can be helpful or a hindrance to healthy behaviors (i.e., family choices for meals, community norms for sexual behavior, etc.);
    - (b) describe how family, peers and community influence the ability to apply 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;
    - (c) analyze how inappropriate behavior such as bullying, harassment and intentional injury influence the health of individuals;
    - (d) identify how family, peer and community factors 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 (i.e., religion, culture, family values, budget, etc.);



(5) grades 9-12 benchmark 5: analyze how the environment influences the health of the community; grades 9-12 performance standards:

(a) identify and analyze how environmental influences can be helpful or a hindrance to healthy behaviors (i.e., cultural, family history, socio-economic status and social norms on choices for meals, relationships, physical activity, etc.);

(b) analyze how environmental influences affect behavior 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., riding a bike vs. driving a car, personal relationships, etc.);

(6) grades 9-12 benchmark 6: describe how to delay onset and reduce risks of potential health problems during adulthood; grades 9-12 performance standards:

(a) describe and analyze how behaviors practiced early in life can potentially affect health problems during adulthood 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., smoking as a teenager and lung disease, poor nutritional choice and lack of physical activity and chronic diseases, sexual activity/unprotected sex and teen pregnancy/STI/HIV, etc.);

(b) demonstrate knowledge of pregnancy prevention and prevention of sexually transmitted infections; understand human reproduction and how pregnancy can be prevented through the use of various methods of contraception, including barrier and hormonal methods;

(c) understand the concept of sexually transmitted infections and recognize prevention strategies including abstinence, the proper use of condoms and immunizations;

(7) grades 9-12 benchmark 7: analyze how public health policies and government regulations influence health promotion and disease prevention; grades 9-12 performance standards:

(a) research local, state and national regulations and policies that influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

(b) identify how policies are developed that influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

(8) grades 9-12 benchmark 8: analyze how the prevention and control of health problems are influenced by research and medical advances; grades 9-12 performance standards:

(a) identify scientific journals, agencies and organizations that contribute to research and medical advances in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

(b) analyze how research and medical advances can influence health promotion and disease prevention 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., new treatment in diabetes control, etc.).

B. Content standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will:

(1) grades 9-12 benchmark 1: evaluate the availability and validity of health information, products and services; grades 9-12 performance standards:

(a) explain and evaluate 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.);

(b) evaluate health information products and services advertised by media; demonstrate the ability to evaluate 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) grades 9-12 benchmark 2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information; grades 9-12 performance standards:

(a) evaluate 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.);

(b) 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;

(c) identify and devise solutions to barriers for health care (i.e., costs, transportation, culture, accessibility, etc.);

- (d) 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;
- (e) 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) grades 9-12 benchmark 3: evaluate factors that influence personal selection of health products and services; grades 9-12 performance standards:
  - (a) evaluate the characteristics that media uses to influence the selection of health products and services;
  - (b) describe influences of cultural beliefs and how they influence personal selection of health products and services;
  - (c) explain factors in the community that influence 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 (i.e., religion, values, habits, budget, etc.);
  - (d) demonstrate and discuss ways to avoid risky behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
- (4) grades 9-12 benchmark 4: demonstrate the ability to access school and community health services for self and others; grades 9-12 performance standards:
  - (a) demonstrate the ability to access local health resources 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, local health facilities, walking trails, etc.);
  - (b) demonstrate how to determine the appropriate school and community health 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., where to go for immunizations, wellness check-up, pregnancy/STI/HIV testing, help for depression, treatment for diabetes, etc.);
- (5) grades 9-12 benchmark 5: analyze the cost and accessibility of health care services; grades 9-12 performance standards:
  - (a) demonstrate the ability to compare cost and accessibility of health care services in the community and benefits of those that are more affordable (i.e., walking vs. joining a club for exercise, public health clinic vs. private doctor, sexual activity/unprotected sex vs. teen pregnancy/STI/HIV, etc.);
  - (b) analyze the availability and costs of health care services 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 smoking cessation class, nutrition education programs, prenatal care; etc.);
- (6) grades 9-12 benchmark 6: analyze situations requiring professional health services; grades 9-12 performance standards:
  - (a) prepare a plan of action for 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, teen pregnancy, STI/HIV, etc.);
  - (b) analyze situations related to health crises 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, a friend tells you she is pregnant, etc.);
  - (c) demonstrate how to access professional health services in your community.
- C. Content standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:
  - (1) grades 9-12 benchmark 1: analyze the role of individual responsibility for enhancing health; grades 9-12 performance standards:
    - (a) analyze the significance of personal responsibility and consequences 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;
    - (b) demonstrate 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) grades 9-12 benchmark 2: evaluate a personal health assessment to determine strategies for health enhancement and risk reduction; grades 9-12 performance standards:

(a) differentiate among 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.);

(b) chart and analyze 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) grades 9-12 benchmark 3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors; grades 9-12 performance standards:

(a) demonstrate skills to avoid risky or harmful behaviors in relationships (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.);

(b) recognize and analyze negative or harmful behaviors in relationships and identify strategies to resolve the situation;

(c) identify consequences of risky and harmful behaviors on 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;

(4) grades 9-12 benchmark 4: develop management strategies to improve or maintain personal, family, peer and community health; grades 9-12 performance standards:

(a) describe personal, family, peer, community and cultural strengths in maintaining or improving healthy behaviors (i.e., eating patterns and physical activity related to healthy behaviors; tobacco, alcohol or other drug use; how families deal with conflict; etc.);

(b) develop personal, family, community and cultural health goals and management 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) grades 9-12 benchmark 5: develop injury prevention strategies for personal, family, peer and community health; grades 9-12 performance standards:

(a) analyze personal, family, peer and community factors that contribute to intentional and unintentional injuries (i.e., use of alcohol or other drugs, steroid use, food safety, etc.);

(b) describe prevention strategies to avoid intentional and unintentional injuries;

(c) demonstrate refusal skills related to personal safety in the areas of physical, emotional or sexual abuse;

(d) demonstrate effective negotiation and risk avoidance strategies for avoiding unwanted sexual activity;

(6) grades 9-12 benchmark 6: demonstrate ways to avoid and reduce threatening situations; grades 9-12 performance standards:

(a) recognize threatening situations and formulate 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;

(b) demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, date rape, etc.);

(c) reflect on the possible outcomes of being in dangerous situations and explain different options that could have been chosen (i.e., riding a motorcycle without a helmet, driving a car while intoxicated, having unprotected sex, etc.);

(d) demonstrate effective negotiation and risk avoidance strategies for avoiding unwanted sexual activity;

(7) grades 9-12 benchmark 7: evaluate strategies to manage stress; grades 9-12 performance standards:

(a) evaluate stressors and strategies to reduce their harmful effects;

(b) explain the immediate and long-term effects of stress on the body;

(c) demonstrate ways to manage stress.

D. Content standard 4: Students will analyze the influence of culture, media, technology and other factors on health. Students will:

(1) grades 9-12 benchmark 1: analyze how cultural practices can enrich or challenge health behaviors; grades 9-12 performance standards:

(a) explain how cultural practices (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;

(b) analyze 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.);

(c) analyze cultural values and beliefs compared with personal values and beliefs in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

(2) grades 9-12 benchmark 2: evaluate the effect of media and other factors on personal, family, peer and community health; grades 9-12 performance standards:

(a) analyze health-related advertisements and their influences on health behaviors (i.e., messages around sexual behavior, STI/HIV, condom use, exercise, nutrition, violence, alcohol, etc.);

(b) 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., condom use vs. unprotected sex, smoking vs. non-smoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.);

(c) analyze sources that can help to determine if media messages are true or false; demonstrate refusal skills in choices related to media messages;

(3) grades 9-12 benchmark 3: evaluate the impact of technology on personal, family, peer and community health; grades 9-12 performance standards:

(a) analyze the purposes for technology and its impact on personal, family, peer and community 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.);

(b) compare and contrast how advances in technology positively or negatively impact personal, family, peer and community health (i.e., use of computers and television vs. physical activity time, effects on communication skills, access to medical care, etc.).

E. Content standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:

(1) grades 9-12 benchmark 1: demonstrate skills for communicating effectively with family, peers and others; grades 9-12 performance standards:

(a) role play and analyze effective verbal and non-verbal communication skills with family, peers 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;

(b) compare and contrast effective and ineffective verbal and non-verbal communication skills with family, peers 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;

(2) grades 9-12 benchmark 2: analyze how interpersonal communication affects relationships; grades 9-12 performance standards:

(a) analyze how cultural diversity influences verbal and non-verbal communication;

(b) role play and analyze interpersonal communications skills that affect relationships in the areas related to sexuality; nutrition; alcohol tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being;

(3) grades 9-12 benchmark 3: demonstrate positive ways to express needs, wants and feelings; grades 9-12 performance standards:

(a) analyze feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);

(b) role play and analyze how to express feelings in a positive way;

(c) role play and analyze how to respond appropriately to other people's needs, wants and feelings;

(4) grades 9-12 benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others; grades 9-12 performance standard: role play and analyze both verbal and non-verbal ways 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) grades 9-12 benchmark 5: demonstrate strategies for solving interpersonal conflicts without harming self or others; grades 9-12 performance standards:

(a) demonstrate skills used in conflict resolution in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

(b) describe and analyze aggressive, passive and assertive ways to respond to conflict;

(c) 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;

(6) grades 9-12 benchmark 6: demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations; grades 9-12 performance standards:

(a) describe and 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;

(b) role play and analyze 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;

(c) demonstrate effective negations and risk avoidance strategies ( i.e., avoiding unwanted pregnancy, alcohol tobacco and other drug use, bullying behavior, poor nutritional choices, physical inactivity, etc.);

(7) grades 9-12 benchmark 7: analyze the possible causes of conflict in schools, families and communities; grades 9-12 performance standards:

(a) 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;

(b) design possible solutions to 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) grades 9-12 benchmark 8: demonstrate strategies to prevent conflict; grades 9-12 performance standard: demonstrate and analyze 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.

F. Content standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:

(1) grades 9-12 benchmark 1: demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults; grades 9-12 performance standard: analyze and demonstrate strategies used 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) grades 9-12 benchmark 2: analyze health concerns that require collaborative decision-making; grades 9-12 performance standards:

(a) describe health issues that require 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;

(b) role play and analyze the difference between making an individual decision or collaborating with others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

(3) grades 9-12 benchmark 3: predict the immediate and long-term impact of health decisions on the individual, family, peers and community; grades 9-12 performance standards:

(a) predict how 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.);

(b) predict and analyze how impulsive actions relate 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.);

(c) predict and 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) grades 9-12 benchmark 4: implement a plan for attaining a personal health goal; grades 9-12 performance standards:

(a) 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;

(b) create strategies and implement a plan 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) grades 9-12 benchmark 5: evaluate progress toward achieving personal health goals; grades 9-12 performance standard: create strategies and implement an evaluation plan in attaining 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;

(6) grades 9-12 benchmark 6: formulate an effective plan for lifelong health; grades 9-12 performance standard: develop and implement a personal wellness plan that includes both short and long term goals and describe how that plan can be effective for lifelong health and wellness.

G. Content standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health. Students will:

(1) grades 9-12 benchmark 1: evaluate the effectiveness of communication methods for accurately expressing health information and ideas; grades 9-12 performance standard: role play and evaluate 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) grades 9-12 benchmark 2: express information and opinions about health issues; grades 9-12 performance standard: 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) grades 9-12 benchmark 3: utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues; grades 9-12 performance standard: 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 illustrate ways to overcome those barriers;

(4) grades 9-12 benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices; grades 9-12 performance standard: 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) grades 9-12 benchmark 5: demonstrate the ability to work cooperatively when advocating for healthy communities; grades 9-12 performance standard: 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;

(6) grades 9-12 benchmark 6: demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience; grades 9-12 performance standards:

(a) identify how healthy messages and communication techniques can target different audiences;

(b) create positive health messages in the areas related to sexuality; nutrition; alcohol; tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

[6.29.6.10 NMAC - Rp, 6.30.2.19 NMAC, 6-30-2009]

**6.29.6.11 SEXUALITY PERFORMANCE STANDARDS EXEMPTION:** Each school district or charter school shall implement a policy that will insure that parents have the ability to request that their child be exempted from the parts of the health education curriculum that address sexuality performance standards.

A. The policy shall include, but is not limited to:

(1) the process for parents to request an exemption from the parts of the health education curriculum that address the sexuality performance standards;

(2) how alternative lessons are established for the exempted parts of the curriculum.

B. Each local board of education or governing body of a charter school shall ensure the involvement of parents, staff and students in the development of the policy.  
[6.29.6.11 NMAC - Rp, 6.30.2.19 NMAC, 6-30-2009]

**HISTORY OF 6.29.6 NMAC:**

**Pre-NMAC HISTORY:** The material in this part is derived from that previously filed with the State Records Center:

SDE 74-17, (Certificate No. 74-17), Minimum Educational Standards for New Mexico Schools, filed April 16, 1975.

SDE 76-9, (Certificate No. 76-9), Minimum Education Standards for New Mexico Schools, filed July 7, 1976.

SDE 78-9, Minimum Education Standards for New Mexico Schools, filed August 17, 1978.

SBE 80-4, Educational Standards for New Mexico Schools, filed September 10, 1980.

SBE 81-4, Educational Standards for New Mexico Schools, filed July 27, 1981.

SBE 82-4, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed November 16, 1982.

SBE Regulation No. 83-1, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed June 24, 1983.

SBE Regulation 84-7, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed August 27, 1984.

SBE Regulation 85-4, Educational Standards for New Mexico Schools, Basic, Special Education, and Vocational Programs, filed October 21, 1985.

SBE Regulation No. 86-7, Educational Standards for New Mexico Schools, filed September 2, 1986.

SBE Regulation No. 87-8, Educational Standards for New Mexico Schools, filed February 2, 1988.

SBE Regulation No. 88-9, Educational Standards for New Mexico Schools, filed October 28, 1988.

SBE Regulation No. 89-8, Educational Standards for New Mexico Schools, filed November 22, 1989.

SBE Regulation No. 90-2, Educational Standards for New Mexico Schools, filed September 7, 1990.

SBE Regulation No. 92-1, Standards for Excellence, filed January 3, 1992.

**History of Repealed Material:**

6.30.2 NMAC, Standards for Excellence, filed November 2, 2000 - Repealed effective June 30, 2009.

**NMAC History:**

6 NMAC 3.2, Standards for Excellence, filed October 17, 1996.

6.30.2 NMAC, Standards for Excellence, November 2, 2000, replaced by 6.29.1 NMAC, General Provisions; 6.29.2 NMAC, Arts Education; 6.29.3 NMAC, Career and Technical Education; 6.29.4 NMAC, English Language Arts; 6.29.5 NMAC, English Language Development; 6.29.6 NMAC, Health Education; 6.29.7 NMAC, Mathematics; 6.29.8 NMAC, Modern, Classical and Native Languages; 6.29.9 NMAC, Physical Education; 6.29.10 NMAC, Science; 6.29.11 NMAC, Social Studies; effective June 30, 2009.