



# GRADE 6 HEALTH STANDARDS

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## AND INSTRUCTION GUIDE

Students in grade six recognize the dignity and self-worth of the human person as a child of God. Students will develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information.

ESSENTIAL HEALTH CONCEPTS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
_____ H.6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness.	<b>Body Systems</b> Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"> <li>Identify and describe the major structures and functions of the renal and urinary systems (kidneys, ureters, bladder, and urethra)</li> </ul>	
	<b>Nutrition</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"> <li>Compare the Recommended Daily Allowance (RDA) of macronutrients (i.e., carbohydrates, fat, protein) for adolescent males and females</li> <li>Explain ingredients in foods that may cause an allergic reaction</li> </ul>	
	<b>Physical Health/Disease Prevention &amp; Health Promotion</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions. Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make decisions	<ul style="list-style-type: none"> <li>Describe causes of heart disease, cancer, and diabetes</li> <li>Identify a variety of immunizations and vaccines available to prevent communicable disease and illness</li> <li>Identify influences (e.g., family, peers, culture, screen time, media) on personal health choices</li> <li>Describe persuasive tactics used by various types of media</li> </ul>	
	<b>Substance Abuse Prevention</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"> <li>Differentiate between proper use and misuse of prescription and nonprescription medications</li> </ul>	

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		<ul style="list-style-type: none"><li>• Recognize social influences/influencers on both the reduction and promotion of the use of alcohol, tobacco, nicotine products, and other drugs</li><li>• Define addiction and substance use disorder</li><li>• Identify different types of opioids</li><li>• Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors related to substance use</li></ul>	
	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"><li>• Identify strategies to prevent injuries, including safety habits in vehicles, on the Internet, in public areas, and during recreational activities</li><li>• Describe basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings</li><li>• List types and purposes of school safety drills</li></ul>	
	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"><li>• Define body image and explain the importance of having a positive body image</li><li>• Analyze factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills)</li><li>• Define mental health and describe what it means to be mentally healthy</li><li>• Describe personal strengths and areas for growth.</li><li>• Identify potential positive and negative responses to stress and criticism</li></ul>	

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		<ul style="list-style-type: none"> <li>Explain the importance of personal boundaries for physical, emotional, and social health</li> </ul>	
	<p><b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety</p>	<ul style="list-style-type: none"> <li>Analyze the role of emotions and media influences on conflict and violence.</li> <li>Describe the possible effects of bullying and cyberbullying, including the increased risk for harm and violence when bullying aggression persists</li> <li>Explain what a gang is and identify gang-related behaviors</li> </ul>	
	<p><b>Community/Environmental Health</b> Describe ways in which school and community environments can promote personal health</p>	<ul style="list-style-type: none"> <li>Assess environmental health and safety issues in the community</li> <li>Recognize that all individuals have a responsibility to protect and preserve the environment</li> </ul>	
<b>HEALTHY DECISIONS</b>	<b>CURRICULUM GUIDELINES</b>		<b>RESOURCES</b>
<p>_____ H. 6.2 The student will describe the influence of family, peers, and media on personal health decisions.</p>	<p><b>Body Systems</b> Examine the structure, function, and relationships of body systems and their relevance to personal health</p>	<ul style="list-style-type: none"> <li>Describe the importance of proper hydration to support renal function</li> </ul>	
	<p><b>Nutrition</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health</p>	<ul style="list-style-type: none"> <li>Analyze the benefits of following recommended daily allowances for macronutrients when selecting beverages and planning meals and snacks</li> <li>Interpret information on a food label to identify a food product that may cause an allergic reaction</li> </ul>	
	<p><b>Physical Health/Disease Prevention/Health Promotion</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions. Understand health literacy, preventative</p>	<ul style="list-style-type: none"> <li>Identify strategies to prevent heart disease, cancer, and diabetes</li> </ul>	

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	health behaviors, and how to access and evaluate health care information to make decisions	<ul style="list-style-type: none"><li>• Describe the impact of immunizations and vaccines on individuals and others</li><li>• Explain the impact of external influences (e.g., family, peers, screen time, social media) on personal health choices</li><li>• Analyze a variety of media to identify tactics used to persuade consumers regarding physical activity, nutrition, sleep, or other areas of personal health products</li></ul>	
	<b>Substance Abuse Prevention</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"><li>• Evaluate the influence of media and marketing techniques on prescription, nonprescription, and unregulated medication choices</li><li>• Identify the benefits of a smoke and tobacco/nicotine-free environment</li><li>• Describe characteristics of substance use disorder</li><li>• Differentiate between legal and illegal drugs that fall into the opioid category</li><li>• Analyze family and peer pressure as influences on the use and nonuse of opioids, alcohol, tobacco, inhalants, and other drugs</li></ul>	
	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"><li>• Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury</li><li>• Use a decision-making process to determine when medical assistance is needed.</li><li>• Describe the consequences of not following school safety drill procedures</li></ul>	

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	<p><b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships</p>	<ul style="list-style-type: none"><li>• Describe how culture, media, and other external factors influence perceptions about body image</li><li>• Explain the importance of understanding the feelings and perspectives of others</li><li>• Identify protective and risk factors for mental illnesses and challenges</li><li>• Describe strategies to work through adversity and challenges</li><li>• Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health</li><li>• Identify ways to set and communicate personal boundaries and how to respect the boundaries of others</li></ul>	
	<p><b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety</p>	<ul style="list-style-type: none"><li>• Explain methods to reduce violence and peacefully resolve conflict</li><li>• Recognize the role of family, peers, community, and the media in preventing bullying and cyberbullying</li><li>• Explain the importance of friends or adult mentors in avoiding gang involvement</li></ul>	
	<p><b>Community/Environmental Health</b> Describe ways in which school and community environments can promote personal health</p>	<ul style="list-style-type: none"><li>• Explain the role of the Environmental Protection Agency (EPA) and local agencies in protecting the environment</li><li>• Create and monitor progress toward a personal goal, service learning, or group project to protect the environment</li></ul>	

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ADVOCACY AND HEALTH PROMOTION	CURRICULUM GUIDELINES		RESOURCES
<p>H.6.3 The student will develop personal strategies and skills for personal, social, and community health.</p>	<p><b>Body Systems</b> Examine the structure, function, and relationships of body systems and their relevance to personal health</p>	<ul style="list-style-type: none"> <li>Describe strategies to promote renal health</li> </ul>	
	<p><b>Nutrition</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health</p>	<ul style="list-style-type: none"> <li>Create a one-day plan for meals, snacks, and beverages that includes the daily recommended macronutrients</li> <li>Promote the understanding of the impact of food allergies on individuals</li> </ul>	
	<p><b>Physical Health/Disease Prevention/Health Promotion:</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions. Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make decisions</p>	<ul style="list-style-type: none"> <li>Promote strategies to prevent heart disease, cancer, and diabetes</li> <li>Identify strategies to reduce illness at home and at school</li> <li>Monitor personal progress toward physical activity, nutrition, and sleep goals</li> <li>Analyze the reliability of health product claims for physical activity, nutrition, sleep, or other areas of personal health</li> </ul>	
	<p><b>Substance Abuse Prevention</b> Understand the difference between use and misuse of different substances and their impact on health</p>	<ul style="list-style-type: none"> <li>Describe where to access accurate information on the proper use of prescription, nonprescription, and unregulated medications</li> <li>Examine the changes in school and community policies and laws regarding tobacco/nicotine-free environments</li> <li>Describe the types of support available at school and in the community for substance use disorders</li> </ul>	

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		<ul style="list-style-type: none"><li>• Describe the dangers of opioids in the home and the community impact of the national opioid epidemic</li><li>• Identify mental and health professionals and explain their role in preventing the use/abuse of prescription opioids and other drugs</li></ul>	
	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"><li>• Develop a plan to remain injury-free, including avoiding risk-taking behaviors online and in the community and using safety equipment</li><li>• Demonstrate basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings</li><li>• Demonstrate appropriate behaviors during lockdown, fire/evacuation, tornado, earthquake, and other safety drills</li></ul>	
	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"><li>• Analyze the influence of media on issues related to body image</li><li>• Demonstrate ways to show respect for individual differences, opinions, and beliefs</li><li>• Compile and promote personal, family, and community resources that can help oneself and others with mental illnesses and challenges</li><li>• Ability to set and monitor a personal goal to address one area of growth</li><li>• Ability to create a plan to manage stress</li><li>• Practice ways to communicate personal boundaries for privacy, safety, and expression of emotions and opinions</li></ul>	
	<b>Violence Prevention</b>	<ul style="list-style-type: none"><li>• Practice ways to resolve conflict peacefully</li></ul>	

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	Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"><li>• Evaluate a plan to prevent or manage the effects of bullying and cyberbullying</li><li>• Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs</li></ul>	
	<b>Community/Environmental Health</b> Describe ways in which school and community environments can promote personal health	<ul style="list-style-type: none"><li>• Identify careers and professions associated with environmental health</li><li>• Develop a plan to work collaboratively with peers, families, and community groups to address community environmental health and safety issues</li></ul>	

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