California Health

Grade 6

Adopted 2008

Injury Prevention and Safety

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- S. Explain methods to reduce conflict, harassment, and violence. 1.1.S
- S. Describe basic first aid and emergency procedures, including those for accidental loss of or injuries to teeth. 1.2.S
- S. Describe the risks of gang involvement. 1.3.S
- S. Examine disaster preparedness plans for the home and school. 1.4.S
- S. Examine the risks of possessing a weapon at home, at school, and in the community. 1.5.S
- S. Examine safety procedures when using public transportation and traveling in vehicles. 1.6.S
- S. Discuss safety hazards related to Internet usage. 1.7.S
- S. Describe hazards related to sun, water, and ice. 1.8.S
- S. Describe how the presence of weapons increases the risk of serious violent injuries. 1.9.S

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

- S. Analyze the role of self and others in causing or preventing injuries. 2.1.S
- S. Analyze influences on both safe and violent behaviors. 2.2.S
- S. Analyze personal behaviors that may lead to injuries or cause harm. 2.3.S

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

- S. Identify rules and laws intended to prevent injuries. 3.1.S
- S. Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet. 3.2.S

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

- S. Practice effective communication skills to prevent and avoid risky situations. 4.1.S
- S. Explain the importance of immediately reporting a weapon that is found or is in the possession of peers. 4.2.S

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S. Demonstrate escape strategies for situations in which weapons or other dangerous objects are present. 4.3.S

S. Practice communication and refusal skills to avoid gang involvement. 4.4.S

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

S. Use a decision-making process to determine a safe course of action in risky situations. 5.1.S

S. Use a decision-making process to determine appropriate strategies for responding to bullying and harassment. 5.2.S

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

S. Develop a personal plan to remain safe and injury-free. 6.1.S

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

S. Practice ways to resolve conflicts nonviolently. 7.1.S

S. Practice safe use of technology. 7.2.S

S. Practice positive alternatives to gang involvement. 7.3.S

S. Practice basic first aid and emergency procedures. 7.4.S

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

S. Support injury prevention at school, at home, and in the community. 8.1.S

S. Promote a bully-free school and community environment. 8.2.S

S. Encourage others to practice safe behaviors, including the proper use of safety belts when riding in cars, wearing helmets when riding bicycles, and wearing mouth guards when participating in athletic activities. 8.3.S

Alcohol, Tobacco, and Other Drugs

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

A. Explain short- and long-term effects of alcohol, tobacco, inhalant, and other drug use, including social, legal, and economic implications. 1.1.A

A. Identify positive alternatives to alcohol, tobacco, and other drug use. 1.2.A

A. Differentiate between the use and misuse of prescription and nonprescription medicines. 1.3.A

A. Identify the benefits of a tobacco-free environment. 1.4.A

A. Explain the dangers of secondhand smoke. 1.5.A

A. Explain the stages of drug dependence and addiction and the effects of drugs on the adolescent brain. 1.6.A

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A. Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance. 1.7.A

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

A. Describe internal influences that affect the use of alcohol, tobacco, and other drugs. 2.1.A

A. Analyze the influence of marketing and advertising techniques, including the use of role models and how they affect use of alcohol, tobacco, and other drugs. 2.2.A

A. Analyze how impaired judgment and other effects of using alcohol or marijuana impact personal safety, relationships with friends and families, school success, and attainment of present and future goals. 2.3.A

A. Explain how culture and media influence the use of alcohol and other drugs. 2.4.A

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

A. Identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse. 3.1.A

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

A. Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used. 4.1.A

A. Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs. 4.2.A

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

A. Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family. 5.1.A

A. Analyze the kinds of situations involving alcohol, tobacco, and other drugs for which help from an adult should be requested. 5.2.A

A. Analyze the legal, emotional, social, and health consequences of using alcohol and other drugs. 5.3.A

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

A. Develop personal goals to remain drug-free. 6.1.A

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

A. Practice positive alternatives to using alcohol, tobacco, and other drugs. 7.1.A

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Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

A. Practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs. 8.1.A

Mental, Emotional, and Social Health

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

M. Describe the signs, causes, and health effects of stress, loss, and depression. 1.1.M

M. Summarize feelings and emotions associated with loss and grief. 1.2.M

M. Discuss how emotions change during adolescence. 1.3.M

M. Describe the importance of being aware of one's emotions. 1.4.M

M. Describe the importance of being empathetic to individual differences, including people with disabilities and chronic diseases. 1.5.M

M. Explain why getting help for mental, emotional, and social health problems is appropriate and necessary. 1.6.M

M. Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions. 1.7.M

M. Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, and verbal abuse). 1.8.M

M. Discuss the harmful effects of violent behaviors. 1.9.M

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

M. Analyze the external and internal influences on mental, emotional, and social health. 2.1.M

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

M. Identify sources of valid information and services for getting help with mental, emotional, and social health problems. 3.1.M

M. Discuss the importance of getting help from a trusted adult when it is needed. 3.2.M

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

M. Practice asking for help with mental, emotional, or social health problems from trusted adults. 4.1.M

M. Describe how prejudice, discrimination, and bias can lead to violence. 4.2.M

M. Demonstrate ways to communicate respect for diversity 4.3.M

M. Demonstrate the ability to use steps of conflict resolution. 4.4.M

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

M. Apply a decision-making process to enhance health. 5.1.M

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M. Describe situations for which someone should seek help with stress, loss, and depression. 5.2.M

M. Compare and contrast being angry and angry behavior, and discuss the consequences. 5.3.M

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

M. Make a plan to prevent and manage stress. 6.1.M

M. Describe how personal goals can be affected if violence is used to solve problems. 6.2.M

M. Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency 6.3.M

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

M. Carry out personal and social responsibilities appropriately. 7.1.M

M. Practice strategies to manage stress. 7.2.M

M. Practice appropriate ways to respect and include others who are different from oneself. 7.3.M

M. Demonstrate how to use self-control when angry. 7.4.M

M. Discuss suicide-prevention strategies. 7.3.M

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

M. Encourage a school environment that is respectful of individual differences. 8.1.M

M. Object appropriately to teasing or bullying of peers that is based on personal characteristics and perceived sexual orientation. 8.2.M