

Grade 6

Adopted 2011

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

1-M-1. Describe interrelationships among physical, intellectual, emotional and social health. 1-M-1

1. Identify and categorize behaviors that can affect physical, intellectual, emotional and social health. 1-M-1.1
2. Analyze the physical, intellectual, emotional and social benefits of eating breakfast daily. 1-M-1.2

1-M-2. Describe the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. 1-M-2

1. Distinguish between health knowledge and practicing healthy behaviors. 1-M-2.1
2. Relate correct portion sizes and number of servings to energy needs. 1-M-2.2

1-M-3. Analyze high risk behaviors to determine their impact on wellness. 1-M-3

1. Examine the likelihood and seriousness of injury or illness if engaging in risky behaviors. 1-M-3.1

1-M-4. Use appropriate strategies to prevent/reduce risk and promote well-being. 1-M-4

1. Explain how preventive health care can reduce risk of premature death and disability. 1-M-4.1
2. Analyze the harmful effect of engaging in unscientific diet practices to lose or gain weight. 1-M-4.2

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

2-M-1. Describe the influence of others on health beliefs, practices and behaviors. 2-M-1

1. Identify the influences of others on personal values, beliefs and perceived norms. 2-M-1.1
2. Examine how parents and family influence health practices. 2-M-1.2
3. Analyze how the school can affect personal health practices and behaviors. 2-M-1.3
4. Recognize health care disparities of different cultures, races and ethnic groups in the community. 2-M-1.4

2-M-2. Analyze how media and technology influence personal and family health behaviors. 2-M-2

1. Investigate the impact of media (e.g., television, newspapers, billboards, magazines, Internet) on positive and negative health behaviors. 2-M-2.1
2. Describe the ways that technology affects health (e.g., video games). 2-M-2.2
3. Describe the influence of culture and media on body image and eating disorders. 2-M-2.3

2-M-3. Explain the influence of personal values and beliefs on individual health practices and behaviors. 2-M-3

1. Discuss personal beliefs about participating in healthy behaviors. 2-M-3.1
2. Identify barriers and opportunities to engaging in healthy behaviors (e.g., physical activity and healthy nutritional practices). 2-M-3.2

Students will demonstrate the ability to access valid information, products and services to enhance health.

3-M-1. Utilize resources at home, school and community to access valid health information and services. 3-M-1

1. Differentiate between credible and non-credible sources of health information (e.g., internet, trusted adult, healthcare professionals). 3-M-1.1
2. Evaluate functions of community health agencies and professional health services. 3-M-1.2
3. Interpret the nutrition information available on the Nutrition Facts panel of food labels. 3-M-1.3
4. Use nutrition information to differentiate between nutrient dense foods and low nutrient foods. 3-M-1.4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4-M-1. Demonstrate healthy ways to express needs, wants, feelings and respect of self and others. 4-M-1

1. Role play verbal and non-verbal communication skills to enhance health. 4-M-1.1
2. Practice the use of "I" messages when expressing needs, wants and feelings. 4-M-1.2
3. Demonstrate how to refuse less-nutritious foods and extra servings in social settings. 4-M-1.3

4-M-2. Demonstrate how to ask for assistance to enhance the health of self and others. 4-M-2

1. Role-play seeking assistance from trusted health resources in the school or community. 4-M-2.1

4-M-3. Demonstrate effective conflict management or resolution strategies. 4-M-3

1. Differentiate between negative and positive behaviors used in conflict situations (e.g., compromise, avoidance, mediation, assertive/aggressive, non-violent behaviors). 4-M-3.1
3. Demonstrate the use of conflict resolution models in interpersonal conflicts. 4-M-3.3

4-M-4. Exhibit characteristics needed to be a responsible friend and family member. 4-M-4

1. Identify qualities of healthy relationships (e.g., respect, trust, honesty, support, communication). 4-M-4.1

Students will demonstrate the ability to use decision-making skills to enhance health.

5-M-1. Discuss how emotional health affects decision-making. 5-M-1

1. Examine how emotional health can affect decision-making. 5-M-1.1

5-M-2. Determine when health-related situations require the application of a thoughtful decision-making process. 5-M-2

1. Relate the steps of a decision-making model as it applies to health-related decisions. 5-M-2.1
2. Examine the role of decision-making in maintaining personal fitness, blood pressure, weight and body mass index. 5-M-2.2

Students will demonstrate the ability to use goal setting skills to enhance health.

6-M-1. Identify goals to adopt, maintain or improve a personal health practice. 6-M-1

1. Assess personal health practices and health status. 6-M-1.1
2. Set a goal and describe steps needed to attain goal. 6-M-1.2
3. Develop practical solutions for removing barriers to practicing healthy lifestyles. 6-M-1.3

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7-M-1. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7-M-1

1. Complete a personal health assessment to determine health strengths and risks (e.g., physical activity, nutrition, stress, bullying). 7-M-1.1
2. Plan a class party or family meal that meets dietary guidelines. 7-M-1.2

7-M-2. Demonstrate behaviors that avoid or reduce health risks to self and others. 7-M-2

1. Describe how to avoid threatening situations (e.g., inappropriate touch, bullying). 7-M-2.1
2. Identify safe ways to report abuse. 7-M-2.2

Students will demonstrate the ability to advocate for

8-M-1. Analyze various communication methods to accurately express health ideas and opinions. 8-M-1

**personal, family and
community health.**

1. Identify communication techniques to persuade or support a health-enhancing issue. 8-M-1.1
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8-M-2. Demonstrate how to influence and support others to make positive health choices. 8-M-2

1. Demonstrate effective persuasion skills to encourage healthy behaviors. 8-M-2.1