Missouri Health

Grade 6

Adopted 2007

Functions and Interrelationships of Systems

1. **Structure and Functions of the Body**

   B. Muscular System

      a. Classify the three different types of muscle tissue (smooth, cardiac, skeletal) and differentiate between voluntary and involuntary muscle movement.

   C. Skeletal System

      a. Differentiate among the types of joints in the skeletal system (e.g., ball and socket, hinge, gliding, pivot, moveable, and immovable).

   F. Respiratory System

      a. Illustrate air flow through the respiratory system and it's relationship to the circulatory system.

   G. Nervous System

      a. Investigate how environment affects learning.

      b. Distinguish between the CNS and PNS (Central Nervous System and Peripheral Nervous System.

   H. Digestive System

      a. Identify the function of each organ in the digestive system (e.g., stomach-digestive juices, pancreas-insulin, gall bladder-storage of bile, liver-removes toxins, small intestines-absorbs nutrients, large intestines-removes solid waste) as it relates to overall health.

   J. Endocrine System

      a. Describe how the endocrine system affects all other body systems.

   K. Reproductive System

      a. Describe how hormones are responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization.

   L. Lymphatic-Immune System

      a. Label the major components (i.e., kidneys, ureters, bladder, urethra) and functions of the urinary/excretory system (e.g., removes liquid waste from the body).

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Social, Emotional and Mental Health

A. Influence of Family and Peers

a. Differentiate between negative and positive peer pressure and discuss reversal techniques.

b. Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence.

C. Communication Skills

a. Describe how to constructively manage feelings caused by disappointment, stress, separation or loss.

b. Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others.

Health Maintenance and Enhancement

1. **Personal and Family Health**

A. Personal Health

a. Identify body changes during puberty and proper hygiene practices (e.g., acne).

B. Preventive Care

a. Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene).

C. Growth and Development

a. Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt (e.g., heredity, family, environment, physical activity, hormones, disease).

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2. **Nutrition**

A. Essential Nutrients and Food Groupings

a. Describe and differentiate the contribution specific nutrients make towards growth repair, and cellular needs of the body:fats provide the body with a stored form of energy, warmth and insulation for body organs; carbohydrates provides the body with an immediate source of energy; proteins help the body grow, make muscles strong and repair body tissues; vitamins and minerals help to release energy and help the body fight infections making strong bones and teeth.

B. Balance, Variety and Moderation

a. Discuss the misconceptions projected by society in regard to body image.

C. Food Labels

a. Identify allergy information on food labels.

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3. **Consumer Health and Safety**

A. Media Influence on Health Habits and Decisions

a. Recognize that fads, quackery, and advertising can influence health behaviors and practices.

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C. Community Services/Careers

a. Recognize how the collaboration efforts of individuals, communities, and government affect the health of a community (e.g., recycling effort, pollution centers.

b. Identify and explore health-related careers.

4. Life Management Skills

A. Decision Making and Problem Solving

a. Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter.

B. Refusal/Assertive Skills and Conflict Resolution

a. Apply and assess conflict/mediation strategies to a variety of conflict situations.

C. Goal Setting and Asset Development

a. Evaluate current assets (positive influences in one's life) and determine ways to enhance those qualities.

D. Stress Management and Coping Skills

a. Describe positive stress management skills to reduce stress related problems.

E. Harassment/Bullying and Violence Prevention

a. Formulate a personal and school-wide plan(s) to address and reduce bullying.

Risk Assessment and Reduction

1. Disease Prevention and Control

B. Body Defenses and Recovery

a. Identify the stages of disease progression (e.g., incubation).

C. Types of Pathogens and Transmission

a. Analyze information about the transmission and prevention of communicable diseases.

D. Adolescent Health Issues and Sexually Transmitted Infections

a. Locate , select, and organize information about non-communicable diseases that may impact adolescents such as diabetes, asthma, joint disease, cancer, mental disorder).

E. HIV/AIDS Prevention Education

a. Explain and discuss the relationship between HIV and AIDS.

2. Injury Prevention and Safety

B. First Aid Procedures

a. Recognize basic aid techniques that help save lives, reduce the severity of an injury and enhance recovery.

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C. Activity Related Injuries and Environmental Conditions

a. Apply concepts about weather safety (recognize and attend to changing conditions), exercise precautions during activities, and follow appropriate safety rules and use of equipment.

D. Water-Related Emergencies

a. Investigate the community agencies that provide water safety courses.

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3. **Substance Education**

A. Safe and Unsafe Substances

a. Describe the short and long-term effects of performance enhancing drugs.

B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances

a. Differentiate between over the counter (OTC) and prescription drugs, their purpose, precautions and guidelines for use.

C. Substance Use vs. Non-Use

a. Classify drugs based on their effect on the body (e.g., stimulant, depressant, hallucinogen, narcotic).

b. Differentiate among various types of drugs and their effect upon the body including the following: how the drug enters the body; how the drug interacts with body chemistry.

c. Present different opinions and arguments about the effects of TAOD on individuals, family, and society.