North Dakota Health

Grade 6

Adopted 2008

Standard 1: Growth and Development

1: Students understand the fundamental concepts of growth and development.

Human Growth and Development

1. Identify physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle 6.1.1
2. Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships) 6.1.2

Body Systems

3. Explain how body systems are affected by health behaviors (e.g., the effect of physical activity on the cardiovascular system) 6.1.3

Standard 2: Personal Health

2: Students understand concepts related to the promotion of health and the prevention of disease.

Personal Health

1. Describe strategies for stress management (e.g., breathing and relaxation techniques, avoiding personal stressors, time management, physical activity) 6.2.1
2. Explain characteristics and conditions associated with positive self-esteem (e.g., confidence, self-worth) 6.2.2

Disease and Illness

3. Identify the causes and prevention of common diseases and other health problems (e.g., asthma, diabetes, obesity, allergies, cardiovascular disease) 6.2.3

Safety and Injury Prevention

4. Explain the relationship between healthy behaviors (e.g., riding bikes, skateboards, rollerblades) and health risks (with or without protective equipment) 6.2.4
5. Identify personal risks associated with harmful chemicals and drugs (e.g., accidents, addiction, depression, overdose) 6.2.5

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Skip to main content

Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

External Influences on Health

1. Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity) 6.3.1

Health and the Environment

2. Explain how the environment can affect personal health (e.g., second-hand smoke, available health care) 6.3.2

Standard 4: Communication Skills

4: Students demonstrate the ability to use communication skills to enhance health.

Interpersonal Communication

1. Describe social skills for building and maintaining positive relationships at school, work, and home (e.g., positive communication, cooperation, respect) 6.4.1

Conflict Resolution

2. Identify strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure 6.4.2
3. Identify conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities 6.4.3

Standard 5: Decision Making and Goal Setting

5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

Goal Setting

1. Develop goals to sustain or improve personal health practices 6.5.1

Decision Making

2. Describe the consequences of decisions regarding health behaviors (e.g., tobacco, alcohol, drugs, nutrition and physical activity) for oneself and others 6.5.2

Standard 6: Consumer Health

6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.

Access and Use of Health Information, Products, and Services

1. Identify situations that require professional health services (e.g., depression, eating disorders, drug or alcohol usage) 6.6.1
2. Develop a plan to prioritize time and money for work and leisure activities 6.6.2

Standard 7: Health Ad

7: Students demonstrate the ability to advocate for personal, family, and community health.

Skip to main content

Advocating for Health

1. Identify strategies (e.g., compromise, active listening, knowledge of facts and myths, assertiveness) to influence and support others in making positive health choices 6.7.1

Communicating Health Information

2. Describe ways to convey (e.g., Power Point presentation, group projects, posters) health information and ideas to individuals and groups 6.7.2