South Carolina Health and Safety Education

Grade 6

Adopted 2017

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

1. **Identify reasons why individuals use and abuse alcohol, tobacco, and other drugs (ATOD).** D-6.1.1
2. **Describe short and long-term effects and consequences of ATOD use, including secondhand smoke.** D-6.1.2
3. **Discuss the risks associated with over-the-counter and prescription drugs.** D-6.1.3

1. **Explain how family roles, rules, and responsibilities change over time.** G-6.1.1
2. **Describe how the endocrine system affects growth and development.** G-6.1.2
3. **Identify the structures and functions of the male and female reproductive systems.** G-6.1.3
4. **Explain why abstinence is the most effective means of protecting reproductive health.** G-6.1.4
5. **Describe the scientific process of fertilization.** G-6.1.5
6. **Describe the signs and symptoms of pregnancy.** G-6.1.6
7. **Identify reproductive problems found in males and females.** G-6.1.7
8. **Define the terms sexually transmitted infections and diseases (STIs/STDs) and human immunodeficiency virus (HIV).** G-6.1.8
9. **Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology.** G-6.1.9

1. **Describe ways to reduce and prevent injuries (e.g., helmets, mouth guards, safety equipment, seat belts, water-safety devices).** I-6.1.1
2. **Examine issues surrounding violence and discuss strategies for violence prevention.** I-6.1.2
3. **Describe situations that constitute bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.** I-6.1.3

Skip to main content

	4. **Discuss ways sexting violates personal boundaries.** I-6.1.4
	1. **Discuss the importance of a positive self-concept.** M-6.1.1
	2. **Define the term resiliency.** M-6.1.2
	3. **Examine grief and ways to deal with loss.** M-6.1.3
	4. **Review decision making models.** M-6.1.4
	5. **Identify the risk of self-harm.** M-6.1.5
	1. **Describe the benefits of healthy eating in relation to disease prevention (e.g., preventing cancer; controlling diabetes; reducing the incidence of heart disease; reducing tooth decay).** N-6.1.1
	2. **Define the term disordered eating.** N-6.1.2
	3. **Explain how the body uses the six essential nutrients.** N-6.1.3
	4. **Differentiate between unhealthy and healthy foods, snacks, and beverages.** N-6.1.4
	5. **Investigate the nutrition information on food labels to compare products.** N-6.1.5
	6. **Describe the interrelationship among diet, physical activity level, and body weight.** N-6.1.6
	7. **Examine food intake and physical activity in relation to the current federal Dietary Guidelines for Americans.** N-6.1.7
	1. **Compare strategies for reducing risks of chronic and communicable diseases.** P-6.1.1
	2. **Give examples of personal hygiene practices (e.g., bathing; using deodorant; brushing and flossing teeth; grooming hair).** P-6.1.2
	3. **Describe ways a dentist helps to keep teeth and gums healthy.** P-6.1.3
	4. **Define what it means to be a blood donor.** P-6.1.4
Students will analyze the influence of family, peers, culture, media, technology, and other factors on health be[illegible]	1. **Analyze the influence of family and peers on a person's ATOD use.** D-6.2.1
	1. **Describe the influence of families and peers on a person's body image.** G-6.2.1
	1. **Give examples of the threat of gangs or other violent behaviors to personal safety.** I-6.2.1

Skip to main content

	1. Compare ways that family and peers influence the mental, emotional, and social health of adolescents. M-6.2.1
	2. Examine the interrelationship among mental, emotional, social, and physical health in adolescence. M-6.2.2
	1. Compare ways that peers and the media influence healthy and unhealthy behaviors. P-6.2.1
Students will demonstrate the ability to access valid information, products, and services to enhance health.	1. Discuss how to identify sources of help for someone who abuses ATOD. D-6.3.1
	1. Demonstrate the ability to access appropriate resources for dealing with bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence. G-6.3.1
	1. Demonstrate the ability to locate appropriate health information and services for dealing with mental health issues within the community. M-6.3.1
	1. Access valid information on healthy eating and physical activity. N-6.3.1
	1. Discuss how to determine whether health information, products, and services are valid. P-6.3.1
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	1. Utilize refusal skills to avoid ATOD use and to reduce risk behaviors. D-6.4.1
	2. Determine how to lessen the likelihood of being involved in risk behaviors. D-6.4.2
	1. Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships. G-6.4.1
	2. Demonstrate ways to communicate with parents, family members, or other safe adults about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, sexual abuse, sexual assault, domestic violence, and dating violence. G-6.4.2
	1. Explain that no one has the right to touch anyone else in a sexual or physical manner if they do not want to be touched. I-6.4.1
	1. Discuss healthy ways to express feelings and relieve stress. M-6.4.1
	2. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. M-6.4.2
Students will demonstrate the ability to ski	1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and abstinence. G-6.5.1

Skip to main content

	2. **Identify steps in a decision-making process that promotes abstinence and avoids risk behaviors.** G-6.5.2
	1. **Describe the advantages and disadvantages of communicating using technology and social media, including the use of the internet.** I-6.5.1
	1. **Discuss when it is important to seek information, support, and assistance regarding mental, emotional, and social health.** M-6.5.1
	1. **Identify circumstances that can help or hinder healthy decision making.** P-6.5.1
Students will demonstrate the ability to use goal-setting skills to enhance health.	1. **State a specific, measurable, attainable, realistic, and timely (SMART) goal to avoid ATOD use.** D-6.6.1
	1. **Set a SMART goal to develop and implement a personal health and wellness plan (e.g., eating healthy foods; meeting specific goals related to oral health; getting physical activity; sleeping 8–10 hours nightly).** P-6.6.1
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	1. **Demonstrate ways to avoid potentially harmful situations involving ATOD use.** D-6.7.1
	2. **Demonstrate ways ATOD contributes to harmful situations and behaviors to reduce risk and decrease the chance of being affected.** D-6.7.2
	1. **Identify coping strategies to address the physical, emotional, and social changes that occur during adolescence.** G-6.7.1
	2. **Describe appropriate steps a person should take if they become the victim of sexual harassment, sexual abuse, or sexual assault.** G-6.7.2
	3. **Describe options that exist for a survivor of bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence (e.g., community resources, hotlines, school counselors, teachers, law enforcement, clergy).** G-6.7.3
	1. **Demonstrate behaviors and strategies to manage anger and conflict in healthy ways.** I-6.7.1
	2. **Discuss ways to avoid or reduce threatening situations.** I-6.7.2
	3. **Discuss protective strategies to reduce the risk of violence in a person's home, school, and community.** I-6.7.3
	1. **Discuss strategies to maintain or improve mental, emotional, and social health.** M-6.7.1
	2. **Compare and contrast the characteristics of healthy and unhealthy relationships.** M-6.7.2

Skip to main content

	3. **Analyze the ways in which friends, family, media, society, and culture can influence relationships.** M-6.7.3
	1. **Construct a nutrition plan that meets the current federal Dietary Guidelines for Americans, with an emphasis on healthy foods and beverages.** N-6.7.1
	2. **Create and implement a plan to engage in moderate to vigorous daily physical activity.** N-6.7.2
	1. **Explain the importance of assuming responsibility for personal health behaviors.** P-6.7.1
	2. **Construct a plan to reduce environmental health risks in the school or community.** P-6.7.2
Students will demonstrate the ability to advocate for personal, family, and community health.	1. **Describe ways to advocate to others the benefits of not using ATOD.** D-6.8.1
	1. **Describe ways to advocate for a safe school environment.** I-6.8.1
	2. **List ways to intervene in situations where unsafe behaviors are taking place.** I-6.8.2
	1. **Examine ways to encourage family and peers to choose healthy foods from local producers and increase their physical activity.** N-6.8.1
	1. **State a health-enhancing position on a health-related topic and support it with accurate information.** P-6.8.1