Utah Health

Grade 6 (June 2026 edition)

HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF HEALTHY SELF (HF) Students will enhance goal-setting, decision-making, and communication skills.	1 **Create a SMART goal and track the progress and identify obstacles to achieving goals and how to overcome them.** 6.HF.1
	2 **Explain how personal values, differences, and beliefs contribute to personal boundaries and how boundaries are an important factor in making healthy decisions.** 6.HF.2
	3 **Define locus of control and the impact it has on decision-making.** 6.HF.3
	4 **Demonstrate positive ways to communicate differences of opinion while maintaining relationships.** 6.HF.4
	5 **Describe how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect. Describe how to end unhealthy relationships.** 6.HF.5
MENTAL AND EMOTIONAL HEALTH (MEH) Students will explore common life changes and practice strategies to reduce risk factors and enhance factors that promote positive mental and emotional health.	1 **Explore common life changes (for example, moving, changing schools, friendships, family dynamics, deaths) and list healthy coping strategies.** 6.MEH.1
	2 **Explore various options for managing stress by creating a personal stress management plan and adopting effective stress-reduction behaviors.** 6.MEH.2
	3 **Describe the influence of culture and media, including social media, on self-esteem and body image.** 6.MEH.3
	4 **List warning signs of depression, anxiety, and suicide and identify how, why, and when talking with a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) is needed.** 6.MEH.4
	5 **Discuss strategies to help self and others affected by mental and emotional health issues (for example, depression, anxiety, violence, bullying, self-harm, suicidal thoughts).** 6.MEH.5
SAFETY AND DISEASE PREVENTION (SDP) Students will learn skills to lay the foundation for long-term healthy be	1 **Create personal rules and strategies (for example, use of safety equipment, protective gear, seat-belts, sunscreen) incorporating healthy lifestyle activities in home, school, social, and community settings.** 6.SDP.1

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	2 Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks and develop strategies for minimizing risk (for example, dangerous activities, unsafe challenges , purchase choices, eating behaviors). 6.SDP.2
	3 Explore consequences for using technology inappropriately and discuss school policies. 6.SDP.3
	4 Analyze how various factors, including lifestyle choices, increase or decrease risk factors for disease. 6.SDP.4
	5 Identify blood borne pathogens, such as HIV and Hepatitis B, and methods to prevent disease transmission. 6.SDP.5
SUBSTANCE ABUSE PREVENTION (SAP) Students will develop skills to educate themselves about the consequences of substance use and practice ways to resist negative peer pressure.	1 Practice ways to resist negative peer pressure in a variety of situations and environments. 6.SAP.1
	2 Explain how the development of the frontal lobe impacts decision-making and how harmful substances affect development. 6.SAP.2
	3 Recognize potential physical, mental, emotional, and social short and long-term consequences of alcohol, tobacco, nicotine, and other substance use. 6.SAP.3
NUTRITION (N) Students will develop personal healthy eating habits and positive body image. Students will also recognize global food resources.	1 Locate age-appropriate guidelines for eating and physical activity. 6.N.1
	2 Evaluate personal nutritional habits and physical activity levels and set goals. 6.N.2
	3 Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight. 6.N.3
	4 Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors. 6.N.4
	5 Research food culture around the world and identify foods that are produced in different regions. 6.N.5
HUMAN DEVELOPMENT (HD) Students will learn basic anatomy and physiology of body systems and practice skills to build healthy relationships. Utah Code requires parental no ins	1 Describe the digestive, respiratory, and cardiovascular systems and their basic functions. 6.HD.1
	2 Explain the importance of practicing behaviors that maintain good hygiene. 6.HD.2
	3 Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe and understand the possible need to talk with more than one adult. 6.HD.3

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sexual abuse prevention.