Vermont Health

Grades 5, 6

Adopted 2008

Alcohol, Tobacco, and Other Drugs (ATOD)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Demonstrate ways to avoid or change situations involving alcohol or drugs that threaten safety.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Identify effects of alcohol, tobacco, and other drugs, including inhalants, on the body and the effects and consequences of use (e.g., impact of impaired judgment on personal safety, effects on athletic performance, weight management, stress).

b. Describe the relationship between health behaviors and personal health (e.g., health benefits of remaining alcohol, tobacco, and drug free).

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Differentiate between internal (e.g., knowledge, attitudes, beliefs) and external (e.g., peers, family, media) influences on health choices related to alcohol, tobacco, and other drugs, including inhalants and other poisons.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Identify and locating school and community resources to assist with problems related to alcohol and other drug use.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate verbal and nonverbal communication skills to refuse tobacco, alcohol, inhalant and other drug use.

HE6: Goal Setting - Students will demonstrate the ability to set personal goals to enhance health.

a. Set realistic short and/or long-term goals to be alcohol, tobacco, and drug free.

Skip to main content

': Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Analyze the positive and negative choices one can make about using alcohol, tobacco, and other drugs.

Family, Social and Sexual Health (FSSH)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Identify positive ways to handle the changes and feelings associated with puberty, friends and family relationships.

b. Demonstrate ways to build and maintain positive relationships, friendships, and a sense of belonging.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Describe the characteristics of safe, healthy, and respectful relationships.

b. Describe body changes that occur during puberty.

c. Describe the effects of change on family roles and responsibilities.

d. Explain the short and long-term consequences of HIV, common STDs and pregnancy.

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze how information from peers, families, and media influences health (e.g., body image, sexual identity, personal health practices).

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Identify resources that provide valid health information and services for individuals, families, and communities.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate effective ways to express needs, wants, and feelings to build, promote and support positive health and relationships, including setting and respecting limits and boundaries.

b. Identify barriers to effective communication of information, ideas, feelings and opinions about health issues.

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Analyze how individuals, families, and community values influence health-related decisions.

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L: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Identify positive ways to handle emotions, including strong feelings.

b. Demonstrate ways to avoid or change situations that threaten health and safety (e.g., stress, harassment, situations that could lead to trouble or violence).

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Describe the characteristics of a safe, healthy and respectful school and community.

b. Describe how mood changes and strong feelings affect thoughts and behaviors and how to manage.

c. Describe teasing, bullying and harassing behaviors.

d. Describe common stressors and the health effects of stress.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Analyze the importance of accessing help from an adult when it is needed.

b. Identify sources of support in the school and community who can help make decisions and solve problems for oneself or one's friends, including situations when someone is in danger of hurting self or others.

c. Identify resources from school and community that provide valid mental health information and services for individuals, families, and communities.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate effective ways to express needs, wants, and feelings to build, promote and support positive health and relationships, including seeking help and support.

b. Demonstrate effective listening skills.

HE6: Goal Setting - Students will demonstrate the ability to set personal goals to enhance health.

a. Set realistic short and long-term goals for stress management, using a goal setting model and developing plans to achieve them.

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Analyze how individuals, families and community values influence decisions and problem solving strategies.

Nutrition and Physical Activity (NPA)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Demonstrate safety strategies for personal health (e.g., food safety, including sanitation and prevention of food borne illness).

Skip to main content

b. Develop strategies to balance healthy food, snacks, and water intake along with daily physical activity.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Describe the relationship between healthy behaviors and personal health (e.g., calorie intake and the level of physical activity affect body weight, healthy eating enhances a person's ability to be physically active).

b. Describe positive health habits for the adolescent (e.g., balanced nutritional intake is necessary to promote healthy growth and development).

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze how information from peers, family, and others influences food and physical activity choices.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Identify resources that provide valid health information and services (e.g., food labels, MyPyramid, U.S. Dietary Guidelines).

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate effective ways to promote and support positive health (e.g., supporting others to choose healthy foods and be physically active).

HE6: Goal Setting - Students will demonstrate the ability to set personal goals to enhance health.

a. Set realistic short and/or long-term goals for healthy eating and exercise and developing plans to achieve them.

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Analyze how personal preferences, restrictions, and barriers influence decision related to healthy eating, adequate sleep, and physical activity.

Personal Health and Wellness (PHW)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Describe ways to manage health when affected by disease or disability (e.g., cooperating with parents and health care providers, taking prescription or over-the-counter medicines properly, and correctly interpreting instructions for taking medicine).

Skip to main content

b. Develop strategies for daily health care practices (e.g., caring for skin, hair, teeth, hygiene).

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Describe the relationship between healthy behaviors and personal health (e.g., practicing good personal hygiene, acknowledging the importance of immunizations, cooperating in regular health screenings).

b. Analyze the physical, emotional, mental, and social importance of keeping the body clean through daily health care practices.

c. Describe how the physical environment impacts personal health (e.g., exposure to pollutants, toxins, noise).

d. Describe when it is important to seek health care and the benefits of early detection and treatment of disease.

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze advertising techniques used to influence choices on health care products.

b. Demonstrate the use of positive media strategies, including marketing to promote personal health practices.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Identify sources of support for a variety of health issues in the school and community.

b. Identify resources from school and community that provide valid health information and services for individuals, families, and communities.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate effective ways to express needs, wants and feelings about personal health issues.

HE6: Goal Setting - Students will demonstrate the ability to set personal goals to enhance health.

a. Set a personal health and wellness goal, developing a plan, and making progress toward achieving it.

Violence and Injury Prevention (VIP)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Demonstrate injury prevention and safety strategies for personal health (e.g., proper use of safety gear, safety practices around motorized vehicles, fire safety, home alone, weather/climate-related conditions, potentially violent situations).

Skip to main content

b. Demonstrate basic first responder first aid (e.g., calling for assistance, controlling bleeding, and abdominal thrusts).

c. Demonstrate ways to avoid or change situations that threaten personal safety (e.g., sexual, abuse, harassment, bullying as a bystander, perpetrator, or victim).

d. Apply school rules and procedures to hypothetical school crisis situations.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Describe the characteristics of a safe, healthy, and respectful school and community, including pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration) that help prevent violence.

b. Describe how the environment impacts personal health and safety, including hazards related to weather/climate, sun, ice, water, heat.

c. Describe the relationship between healthy behaviors and personal health (e.g., ways to reduce risk of injuries from fire, sports, pedestrian and traffic safety, weapons).

d. Describe safety issues related to using the Internet, including cyber-bullying.

e. Describe bullying, hazing and harassing behaviors.

f. Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Differentiate between positive and negative internal (e.g., curiosity, fears) and external (e.g., peers, media, cultural) influences that affect violence.

b. Analyze how information from peers influences the escalation or de-escalation of violence.

c. Demonstrate the use of positive media strategies, including marketing to promote healthy choices.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Identify resources in the school or community that provide valid information and services about safety and injury prevention.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate the ability to ask a trusted adult for help when feeling personally threatened, unsafe, or to report suspected plans for school violence.

b. Demonstrate effective refusal and negotiation skills in dealing with situations involving bullying, harassment, hazing, or other forms of violence.

c. Demonstrate non-violent strategies to resolve conflicts.