Virginia Health

Grade 6

Essential Health Concepts

1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness. 6.1

Body Systems

a Identify and describe the major structures and functions of the renal and urinary systems (kidneys, ureters, bladder, and urethra). 6.1.A

Nutrition

b Compare the Recommended Daily Allowance (RDA) of macronutrients (i.e., carbohydrates, fat, protein) for adolescent males and females. 6.1.B

c Explain ingredients in foods that may cause an allergic reaction. 6.1.C

Physical Health/Disease Prevention/Health Promotion

d Describe causes of heart disease, cancer, and diabetes. 6.1.D

e Identify a variety of immunizations and vaccines available to prevent communicable disease and illness. 6.1.E

f Identify influences (e.g., family, peers, culture, screen time, media) on personal health choices. 6.1.F

g Describe persuasive tactics used by various types of media. 6.1.G

Substance Abuse Prevention

h Differentiate between proper use and misuse of prescription and nonprescription medications. 6.1.H

i Recognize social influences/influencers on both the reduction and promotion of the use of alcohol, tobacco, nicotine products, and other drugs. 6.1.I

j Define addiction and substance use disorder. 6.1.J

k Identify different types of opioids. 6.1.K

l Explain the importance of accepting responsibility for personal actions to avoid risktaking behaviors related to substance use. 6.1.L

Safety/Injury Prevention

m Identify strategies to prevent injuries, including safety habits in vehicles, on the Internet, in public areas, and during recreational activities. 6.1.M

n Describe basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings. 6.1.N

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o List types and purposes of school safety drills. 6.1.O

Mental Wellness/Social and Emotional Skills

p Define body image and explain the importance of having a positive body image. 6.1.P

q Analyze factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills). 6.1.Q

r Define mental health and describe what it means to be mentally healthy. 6.1.R

s Describe personal strengths and areas for growth. 6.1.S

t Identify potential positive and negative responses to stress and criticism. 6.1.T

u Explain the importance of personal boundaries for physical, emotional, and social health. 6.1.U

Violence Prevention

v Analyze the role of emotions and media influences on conflict and violence. 6.1.V

w Describe the possible effects of bullying and cyberbullying, including the increased risk for harm and violence when bullying aggression persists. 6.1.W

x Explain what a gang is and identify gang-related behaviors. 6.1.X

Community/Environmental Health

y Assess environmental health and safety issues in the community. 6.1.Y

z Recognize that all individuals have a responsibility to protect and preserve the environment. 6.1.Z

Healthy Decisions

2 **The student will describe the influence of family, peers, and media on personal health decisions.** 6.2

Body Systems

a Describe the importance of proper hydration to support renal function. 6.2.A

Nutrition

b Analyze the benefits of following recommended daily allowances for macronutrients when selecting beverages and planning meals and snacks. 6.2.B

c Interpret information on a food label to identify a food product that may cause an allergic reaction. 6.2.C

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Physical Health/Disease Prevention/Health Promotion

d Identify strategies to prevent heart disease, cancer, and diabetes. 6.2.D

e Describe the impact of immunizations and vaccines on individuals and others. 6.2.E

f Explain the impact of external influences (e.g., family, peers, screen time, social media) on personal health choices. 6.2.F

g Analyze a variety of media to identify tactics used to persuade consumers regarding physical activity, nutrition, sleep, or other areas of personal health products. 6.2.G

Substance Abuse Prevention

h Evaluate the influence of media and marketing techniques on prescription, nonprescription, and unregulated medication choices. 6.2.H

i Identify the benefits of a smoke and tobacco/nicotine-free environment. 6.2.I

j Describe characteristics of substance use disorder. 6.2.J

k Differentiate between legal and illegal drugs that fall into the opioid category. 6.2.K

l Analyze family and peer pressure as influences on the use and nonuse of opioids, alcohol, tobacco, inhalants, and other drugs. 6.2.L

Safety/Injury Prevention

m Explain the importance of accepting responsibility for personal actions to avoid risktaking behaviors and injury. 6.2.M

n Use a decision-making process to determine when medical assistance is needed. 6.2.N

o Describe the consequences of not following school safety drill procedures. 6.2.O

Mental Wellness/Social and Emotional Skills

p Describe how culture, media, and other external factors influence perceptions about body image. 6.2.P

q Explain the importance of understanding the feelings and perspectives of others. 6.2.Q

r Identify protective and risk factors for mental illnesses and challenges. 6.2.R

s Describe strategies to work through adversity and challenges. 6.2.S

t Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health. 6.2.T

u Identify ways to set and communicate personal boundaries and how to respect the boundaries of others. 6.2.U

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Violence Prevention

v Explain methods to reduce violence and peacefully resolve conflict. 6.2.V

w Recognize the role of family, peers, community, and the media in preventing bullying and cyberbullying. 6.2.W

x Explain the importance of friends or adult mentors in avoiding gang involvement. 6.2.X

Community/Environmental Health

y Explain the role of the Environmental Protection Agency (EPA) and local agencies in protecting the environment. 6.2.Y

z Create and monitor progress toward a personal goal, service learning, or group project to protect the environment. 6.2.Z

Advocacy and Health Promotion

3 The student will develop personal strategies and skills for personal, social, and community health. 6.3

Body Systems

a Describe strategies to promote renal health. 6.3.A

Nutrition

b Create a one-day plan for meals, snacks, and beverages that includes the daily recommended macronutrients. 6.3.B

c Promote the understanding of the impact of food allergies on individuals. 6.3.C

Physical Health/Disease Prevention/Health Promotion

d Promote strategies to prevent heart disease, cancer, and diabetes. 6.3.D

e Identify strategies to reduce illness at home and at school. 6.3.E

f Monitor personal progress toward physical activity, nutrition, and sleep goals. 6.3.F

g Analyze the reliability of health product claims for physical activity, nutrition, sleep, or other areas of personal health. 6.3.G

Substance Abuse Prevention

h Describe where to access accurate information on the proper use of prescription, nonprescription, and unregulated medications. 6.3.H

i Examine the changes in school and community policies and laws regarding tobacco/nicotine-free environments. 6.3.I

j Describe the types of support available at school and in the community for substance use disorders. 6.3.J

k Describe the dangers of opioids in the home and the community impact of the national opioid epidemic. 6.3.K

l Identify mental and health professionals and explain their role in preventing the use/abuse of prescription opioids and other drugs. 6.3.L

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Safety/Injury Prevention

m Develop a plan to remain injury-free, including avoiding risk-taking behaviors online and in the community and using safety equipment. 6.3.M

n Demonstrate basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings. 6.3.N

o Demonstrate appropriate behaviors during lockdown, fire/evacuation, tornado, earthquake, and other safety drills. 6.3.O

Mental Wellness/Social and Emotional Skills

p Analyze the influence of media on issues related to body image. 6.3.P

q Demonstrate ways to show respect for individual differences, opinions, and beliefs. 6.3.Q

r Compile and promote personal, family, and community resources that can help oneself and others with mental illnesses and challenges. 6.3.R

s Ability to set and monitor a personal goal to address one area of growth. 6.3.S

t Ability to create a plan to manage stress. 6.3.T

u Practice ways to communicate personal boundaries for privacy, safety, and expression of emotions and opinions. 6.3.U

Violence Prevention

v Practice ways to resolve conflict peacefully. 6.3.V

w Evaluate a plan to prevent or manage the effects of bullying and cyberbullying. 6.3.W

x Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs. 6.3.X

Community/Environmental Health

y Identify careers and professions associated with environmental health. 6.3.Y

z Develop a plan to work collaboratively with peers, families, and community groups to address community environmental health and safety issues. 6.3.Z