

Sixth Grade Health Standards

Unifying Idea: Acceptance of personal responsibility for lifelong health.

Standard: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

The Human Body	Performance Indicators	Sample Activities
	Practice good personal hygiene, with particular attention to the changing needs of preadolescents and adolescents.	List and assume responsibility for personal care and self-grooming, realizing that with puberty there will be change.
	Using protective equipment, such as a helmet when cycling, or practicing behaviors to protect the body, such as sunscreen when appropriate.	Discuss more in-depth information about body systems and their relation to personal health. This would include listing diseases and how they are influenced by the environment.
Food Choices	Performance Indicators	Sample Activities
	Make healthy food decisions based on nutrients and the promotion of good oral health.	Fill in the food charts and continue to explore how food choices can affect health and well-being.
	Establish and maintain healthy eating practices.	Identify food classification and the use of the USDA food pyramid. Using supermarket newspaper ads, plan well-balanced meals for a day and calculate the cost. Compare this cost to buying nothing but junk food.

Physical Activity	Performance Indicators	Sample Activities
	Obtain a sufficient amount of sleep.	Identify the need to rest and find ways to relax.
	Observe safety rules during physical activities.	Identify unsafe situations and the ways to prevent injury.
	Explore ways to engage in enjoyable out-of-school play activities that promote fitness and health.	Develop a list of activities that can be played around the house.
	Participate regularly in a variety of enjoyable physical activities.	List a wide selection of activities during the year involving aerobic endurance, body composition, flexibility, muscular strength and endurance, and self-image.

Mental and Emotional Development	Performance Indicators	Sample Activities
	Identify and share feelings in appropriate ways.	Identify peer influence and the need to belong to a group.
	Demonstrate personal characteristics that contribute to self-esteem such as honesty, integrity, and respect for the dignity of others.	<p>Understand that high self-esteem and a sense of optimism and control over one's life are linked to one's success as a happy, productive human being.</p> <p>Make a list of characteristics that contribute to high self-esteem.</p>
	Participate in activities that promote positive bonding with peers.	List activities that require cooperation with peers.
	Develop and use effective communication skills.	Discuss the effects of stress and strategies to cope with it.

Standard: Students will demonstrate behaviors that prevent disease and speed recovery from illness.

Disease Prevention	Performance Indicators	Sample Activities
	Practice good personal hygiene to prevent the spread of disease.	List ways to prompt cleanliness, oral hygiene, and stop the spread of disease.
	Practice positive health behaviors to reduce the risk of disease.	Identify the difference between communicable and non-communicable disease.
	Cooperate in regular health screenings, including dental examinations.	Discuss and encourage regular medical and dental examinations.
	Demonstrate safe care and concern of ill people.	Make a list of how to care for people who are ill.

Treatments of Disease	Performance Indicators	Sample Activities
	Recognize symptoms of common illnesses.	Discuss the fact that as students take more responsibility for their health, they develop a deeper understanding of disease and need to tell an adult when they recognize any symptoms.
	Cooperate in treatment or management of disease.	Write and discuss about the need to follow prescribed healthcare procedures and cooperate with parents and health care providers in these treatments.
	Take prescription and over the counter drugs properly.	Discuss how students who have health needs for medicines should take responsibility for the proper use of medication.

Standard: **Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.**

Potentially Dangerous Situations	Performance Indicators	Sample Activities
	Develop and use appropriate skills to identify, avoid when possible, and cope with potentially dangerous situations.	List some potentially dangerous situations that can be handled through routine safety precautions.
	Knowledge of safe behavior in and near motorized vehicles.	Discuss, and role-play the appropriate safe behaviors.
	Identification of hazards in the school, home, and community	Discuss safe behavior in various activities including those that involve water.
	Develop and use appropriate skills, to avoid, resolve, and cope with conflicts.	Conflict-resolution skills should be further refined, practiced, and discussed.
	Understand and follow rules prohibiting possession of weapons at school.	Review and discuss conduct code with students.
	Report or obtain assistance when faced with unsafe conditions.	Have a class discussion on safety.

Alcohol, Tobacco, and Other Drugs	Performance Indicators	Sample Activities
	Exercise self-control.	Develop and chart knowledge, skill, and strategies for choosing not to use drugs or other harmful substances.
	Develop and use interpersonal and other communication skills, such as assertiveness, refusal, and conflict-resolution.	Role-play ways to say no and study the effects and consequences of the use of alcohol, tobacco, and other drugs.

	Distinguish between helpful and harmful substances.	Be able to identify certain substances and the effects of these drugs on different parts of one's body.
	Identify ways to seek assistance as necessary when confronted with situations involving alcohol, tobacco, or drugs.	Discuss where you can obtain help to resist pressures such as the DARE program and RIK groups.

<i>Child Abuse, Including Sexual Exploitation</i>	<i>Performance Indicators</i>	<i>Sample Activities</i>
	Identify ways to seek assistance if concerned, abused, or threatened, and how to overcome the fear of telling.	Discuss how students should be aware that no one, not even a parent, has the right to abuse a child, or any other family member.
	Be able to recognize and avoid situations that could increase the risk of abuse or exploitation.	Discuss information that will raise awareness to potentially dangerous situations and prevent possible consequences.

<i>Emergencies</i>	<i>Performance Indicators</i>	<i>Sample Activities</i>
	Recognize an emergency and respond appropriately.	List, discuss, and build on previous instruction and proper responses to natural disasters.
	Know where to find emergency supplies, such as a flashlight and a first aid kit; demonstrate proficiency in first aid procedures.	Study and practice first aid procedures for situations involving choking, handling of blood, etc.
	Use universal precautions when dealing with other people's blood.	Describe and practice proper use of barriers.
	Develop a family emergency plan and the skills necessary to follow it.	Each student will draw a map of their house and surroundings, plan an escape route, and discuss proper procedures and drills.

Unifying Idea: Respect for and promotion of the health of others.

Standard: Students will play a positive, active role in promoting the health of their families.

<i>Roles of Family Members</i>	<i>Performance Indicators</i>	<i>Sample Activities</i>
	Support and value all family members.	Discuss and build on the concept that the family is a major source of an individual's health.
	Demonstrate ways children can help support positive family interactions.	Explore the roles of children within the family and how they change as they mature.
	Develop and use effective communication skills.	Assertive role-play and discussion would be an appropriate lesson.
	Practice health-promoting behaviors with the family.	Chart and encourage family walks and meals at which all family members are present.
	Participate in daily activities that help maintain the family.	In a family meeting make a list of household tasks. Assign family members to complete tasks. Rotate on a weekly or monthly basis.

<i>Change and the Family</i>	<i>Performance Indicators</i>	<i>Sample Activities</i>
	Identify feelings related to changes within the family and express them in a positive way.	Examine the effects of change on the family and develop strategies to deal with these changes. Discuss ways to keep lines of communication open within the family.
	Identify a support system as well as effective strategies to cope with changes.	Discuss how good communication in a family is a key coping skill. Explore the resources the community has available.

Standard: ***Students will promote positive health practices within the school and community, including developing positive relationships with their peers.***

<i>Friendship and Peer Relationships</i>	<i>Performance Indicators</i>	<i>Sample Activities</i>
	Know and use appropriate ways to make new friends.	Explore and discuss appropriate interaction skills.
	Demonstrate acceptable methods of getting attention and positive interaction.	Identify reasons students should be encouraged to seek opportunities to be a positive role model.
	Demonstrate acceptable ways to show or express feelings.	Communicate and exchange ideas and feelings in class discussions.
	Resolve conflicts in a positive, constructive way and resist negative peer pressure.	Practice conflict-resolution skills to solve problems.

<i>School and Community – Based Efforts to Promote and Protect Health</i>	<i>Performance Indicators</i>	<i>Sample Activities</i>
	Understand and follow school rules related to health.	Make a list of how their school promotes and protects the health of their students.
	Participate in school efforts to promote health.	Help raise school money with activities like a jog-a-thon.
	Assume responsibility for helping to take care of the school.	Assist with trash pick-up at school.
	Participate in community efforts to address local health and environmental issues.	Discuss and explore the role of the health department and other agencies that participate in health promotion.

Unifying Idea: An understanding of the process of growth and development.

Standard: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

<i>Life Cycles</i>	<i>Performance Indicators</i>	<i>Sample Activities</i>
	Recognize the changes that occur during preadolescence and use the correct terminology.	Discuss changes that occur during preadolescence.
	Practice good personal hygiene, paying particular attention to the changing needs of preadolescents and adolescents.	Discuss and emphasize the need for cleanliness, especially at this age of many changes.
	Manage feelings, emotions, and being able to express these feelings. Practice self-control.	Practice activities to express emotions. Discuss feelings and emotions of preadolescence.
	Develop and use effective communication skills to discuss changes in development.	List ways of communicating with adults and other students.

Standard: Students will understand and accept individual differences in growth and development.

<i>Growth and Development</i>	<i>Performance Indicators</i>	<i>Sample Activities</i>
	Demonstrate an understanding of individual differences.	Have a discussion of how students should be encouraged to be comfortable with their own progress and to like and accept themselves.
	Adapt group activities to include a variety of individuals.	Make a list of activities that encourage participation and success for many.

	Develop a realistic body image and recognize problems that can be associated with this, such as eating disorders and dieting.	Discuss and write about the fact there is no perfect body type and that people vary widely in size, shape and rate of maturation.
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Mental and Emotional Development	Performance Indicators	Sample Activities
	Identify, express, and manage feelings appropriately.	Describe ways to explore mental and emotional aspects of growing and developing.
	Develop and use effective communication skills and recognize your strengths and limitations.	List and emphasize understanding differences, including individuals' unique strengths and weaknesses.
	Develop and use coping strategies.	Discuss problems and work out possible solutions. Instruction should include critical thinking, effective decision making, goal setting, and problem solving.
	Develop a focus on the future.	Discuss and list realistic short and long term goals. Understand that goals can be changed as one matures.

Unifying Idea: Informed use of health-related information, products, and services that may be helpful or harmful to their health.

Standard: Students will identify information, products, and services that may be helpful or harmful to their health.

<i>Products and Services</i>	<i>Performance Indicators</i>	<i>Sample Activities</i>
	Identify the range of services in the community and how to access them.	Identify places for obtaining health services as well as social services.
	Identify health-care workers as well as a variety of consumer influences and decisions.	Chart and explore health-related careers, as well as selection of products and services.
	Use critical thinking skills to analyze marketing and advertising techniques and their influence on us.	Focus on consumer health care products and be able to distinguish between the necessary and not necessary ones.
	Discuss and work together with the family in cases such as asthma or diabetes.	Seek help from the school nurse or school-linked services together with their families when appropriate.
	Discuss home care with parents when appropriate.	Discuss weight control, cancer treatment, or other areas where the school and family have the need to cooperate with each other.

Food Choices	Performance Indicators	Sample Activities
	As students mature, they become increasingly more responsible for their own health and should be aware of the labeling process and how it can assist them in decision making.	<p>Read and interpret the information available on food labels, such as the amount of sugar, salt, and fat contained in the food.</p> <p>Use labels to compare the contents of food products, as well as the nutritional value.</p>
	Use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection.	Learn how the study of nutrition and decision making skills can affect your life.
	With growing independence, students will be eating food away from home, having the opportunity to try new foods, and making decisions to have a balanced diet.	Use valid nutritional information to make healthy food choices and purchase nutritious foods in a variety of settings.
	Practice ways to choose food and price decision choices in a variety of eating environments.	Use unit pricing to determine the most economical purchase.
	Knowledge of different family customs and backgrounds.	<p>Analyze and taste food from different ethnic and cultural groups.</p> <p>Contact Social Study teachers to develop cross curriculum activities.</p>
	Discuss and focus on information about food preparation and handling techniques.	Develop basic food preparation skills, including safe and sanitary food preparation and storage.