



Department of Instruction

What Your Child Will Learn 6th Grade Health

Mental & Emotional Health

- Dimensions of Wellness
- Managing Emotions
- Stress Management
- Depression

Safety & Violence Prevention

- Bullying
- Conflict Resolution
- Self-harm
- Suicide Prevention

Tobacco & Nicotine

- Nicotine and the Brain
- Effects of Tobacco
- Consequences of Vaping
- Resisting Peer Pressure

WELLNESS; TRUSTED ADULTS

Essential Question: Can I analyze personal health behaviors that enhance health?

Health Skills: Analyzing Influences, Goal Setting

Student Learning Objectives:

- Describe the components of wellness. 1a.6.1
- Explain the interrelationship of the components of wellness. 1a.7.2
- Describe the qualities of a trusted adult with whom you could talk about your overall wellness. 1a.6.7
- Identify strategies for communicating your overall wellness with a trusted adult. 1a.7.6
- Examine how the family influences the health of adolescents. 2.MS.a
- Describe the influence of culture on health beliefs, practices, and behaviors. 2.MS.b
- Describe how peers influence healthy and unhealthy behaviors. 2.MS.c
- Analyze how the school and community can affect personal health practices and behaviors. 2.MS.d
- Assess personal health practices. 6.MS.a

WELLNESS; EMOTIONS, FEELINGS, AND RELATIONSHIPS, SOCIAL MEDIA, LOSS AND GRIEF

Essential Question: Can I identify personal behaviors that help or hinder mental and emotional health?

Health Skills: Analyze Influences, Decision-Making, Self-Management

Student Learning Objectives:

- Describe role models that demonstrate positive mental and emotional health. 1a.6.2
- Examine the importance of being aware of one's own feelings and being sensitive to the feelings of others. 1a.6.3
- Discuss how emotions change during adolescence. 1a.6.4
- Describe how mental and emotional health can affect health-related behaviors. 1a.7.3
- Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health. 1a.7.15
- Explain feelings and emotions associated with loss and grief. 1a.6.17
- Analyze how messages from media influence health behaviors. 2.MS.e
- Analyze the influence of technology on personal and family health. 2.MS.f
- Identify circumstances that can help or hinder healthy decision-making. 5.MS.a
- Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a

SELF AND SOCIAL AWARENESS; STRESS AND ANXIETY

Essential Question: Can I implement an action plan to manage stress and anxiety?

Health Skills: Goal Setting, Self-Management

Student Learning Objectives:

- Identify triggers of strong emotions and apply healthy coping strategies. 1a.6.5
- Identify strengths in self in order to prioritize personal skills and allow interests to develop. 1a.6.6
- Demonstrate how to support others by practicing empathy. 1a.7.4
- Explain the body's physical and psychological responses to stressful situations. 1a.6.9
- Describe personal stressors at home, in school, and with friends. 1a.7.8
- Describe a variety of appropriate ways to respond to stress when angry or upset. 1a.7.9
- Assess personal health practices. 6.MS.a
- Develop a goal to adopt, maintain, or improve a personal health practice. 6.MS.b
- Apply strategies and skills needed to attain a personal health goal. 6.MS.c
- Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. 6.MS.d
- Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a
- Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7.MS.b
- Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c

TRUSTED ADULTS; DEPRESSION AWARENESS; SUICIDE PREVENTION; SELF-HARM

Essential Question: Can I recognize and connect individuals with appropriate health services when someone is experiencing mental or emotional distress?

Health Skills: Accessing Information; Interpersonal Communication; Decision-Making

Student Learning Objectives:

- Identify the importance of telling a trusted adult if you or someone else is experiencing mental or emotional health challenges. 1a.6.8
- Identify depression as prolonged sadness with no identifiable cause. 1a.6.10
- Describe the connection between depression and brain chemistry. 1a.7.10
- Explain the causes, symptoms, and effects of depression. 1a.7.11
- Identify warning signs of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.6.11
- Recognize self-harming behaviors. 1a.6.20
- Summarize how to get help for someone who is self-harming. 1a.7.22
- Describe situations that may require professional health services. 3.MS.d
- Demonstrate how to ask for assistance to enhance the health of self and others. 4.MS.d
- Determine when health-related situations require the application of a thoughtful decision-making process. 5.MS.b
- Distinguish when individual or collaborative decision-making is appropriate. 5.MS.c
- Predict the potential short-term impact of each alternative on self and others. 5.MS.e
- Analyze the outcomes of a health-related decision. 5.MS.g

TEASING, BULLYING, HARASSMENT, AND VIOLENCE; DISCRIMINATION AND VIOLENCE

Essential Question: Can I use effective communication to solve problems without violence or harassment?

Health Skills: Interpersonal Communication; Decision-Making

Student Learning Objectives:

- Explain why it is wrong to tease, bully or discriminate against others based on personal characteristics. 1a.6.12
- Determine the benefits of using non-violence to solve interpersonal conflict. 1d.6.5
- Defend against teasing others based on personal characteristics such as body type, race, gender, appearance, mannerisms, and the way one dresses or acts. 1d.6.8
- Analyze the influence of peer groups as they relate to harassing and intimidating behaviors. 1d.7.5
- Analyze how situations and/or impulsive behaviors can lead to violence. 1d.7.6
- Identify a variety of nonviolent ways to respond to stress when angry or upset. 1d.7.7
- Describe how prejudice, discrimination, and bias can lead to violence and identify strategies for intervention. 1d.7.9
- Apply effective verbal and nonverbal communication skills to enhance health. 4.MS.a

- Demonstrate effective conflict management or resolution strategies. 4.MS.c
- Demonstrate how to ask for assistance to enhance the health of self and others. 4.MS.d
- Determine when health-related situations require the application of a thoughtful decision-making process. 5.MS.b
- Distinguish when individual or collaborative decision-making is appropriate. 5.MS.c
- Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.MS.d
- Choose healthy alternatives over unhealthy alternatives when making a decision. 5.MS.f

STIGMA

Essential Question: Can I choose a mental health topic and advocate to influence others to make a positive health choice?

Health Skills: Analyzing Influences, Accessing Information, Advocacy

Student Learning Objectives:

- Recognize the negative effects of stigma surrounding mental health conditions. 1a.6.18
- Identify the negative impact of stigma on health seeking behavior. 1a.7.20
- Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g
- Explain the influence of personal values and beliefs on individual health practices and behaviors. 2.MS.h
- Locate valid and reliable health products and services. 3.MS.e
- State a health-enhancing position on a topic and support it with accurate information. 8.MS.a
- Demonstrate how to influence and support others to make positive health choices. 8.MS.b
- Work cooperatively to advocate for healthy individuals, families, and schools. 8.MS.c
- Identify ways that health messages and communication techniques can be altered for different audiences. 8.MS.d

TOBACCO AND NICOTINE

Essential Question: Can I analyze the validity of an advertisement for nicotine products?

Health Skills: Accessing Information, Goal-Setting

Student Learning Objectives:

- Identify the physical effects nicotine products. 1b.7.2
- Describe the negative consequences of using nicotine products. 1b.7.3
- Determine the benefits of being free from nicotine products. 1b.7.6
- Analyze the validity of health information, products, and services. 3.MS.a
- Access valid health information from home, school, and community. 3.MS.b
- Assess personal health practices. 6.MS.a
- Develop a goal to adopt, maintain, or improve a personal health practice. 6.MS.b
- Apply strategies and skills needed to attain a personal health goal. 6.MS.c

- Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. 6.MS.d

TOBACCO AND NICOTINE

Essential Question: Can I demonstrate effective refusal skills for nicotine products in a variety of ways?

Health Skills: Interpersonal Communication, Decision-Making

Student Learning Objectives:

- Describe situations that could lead to the use of nicotine products. 1b.6.4
- Determine the reasons why people choose to use or not to use nicotine products. 1b.6.5
- Describe the positive alternatives to using nicotine products. 1b.7.4
- Explain why using nicotine products is an unhealthy way to manage stress, anxiety, and depression. 1b.7.5
- Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.b
- Identify circumstances that can help or hinder healthy decision making. 5.MS.a
- Determine when health-related situations require the application of a thoughtful decision making process. 5.MS.b
- Distinguish when individual or collaborative decision-making is appropriate. 5.MS.c
- Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.MS.d
- Predict the potential short-term impact of each alternative on self and others. 5.MS.e
- Choose healthy alternatives over unhealthy alternatives when making a decision. 5.MS.f
- Analyze the outcomes of a health-related decision. 5.MS.g

TOBACCO AND NICOTINE

Essential Question: Can I create a PSA that influences youth to remain tobacco and nicotine free?

Health Skills: Self-Management, Advocacy

Student Learning Objectives:

- Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a
- Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7.MS.b
- Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c
- State a health-enhancing position on a topic and support it with accurate information. 8.MS.a
- Demonstrate how to influence and support others to make positive health choices. 8.MS.b
- Work cooperatively to advocate for healthy individuals, families, and schools. 8.MS.c
- Identify ways that health messages and communication techniques can be altered for different audiences. 8.MS.d