

Health Curriculum - Grade 6

High Priority Standards

National Health Standard 2: (Analyzing Influences)

Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Goal

Student will be able to 'take a deeper look at influences across multiple contexts and factors and then analyze how those influences have an impact on actions and behaviors'. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal as evidenced by

- understanding how advertising, role models, culture, friends and family influence the use of alcohol, tobacco and drugs.
- understanding how drug use affects safety, relationships and future goals.
- understanding causes of injury and injury prevention.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- drugs, tobacco, alcohol, marketing, culture, media, injury.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Drug Awareness

- describe internal influences that affect the use of alcohol, tobacco, and other drugs.
- analyze the influence of marketing and advertising techniques, including the use of role models and how they affect the use of alcohol, tobacco, and other drugs.
- analyze how impaired judgement and other effects of using alcohol or drugs impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.
- explain how culture and media influence the use of alcohol and other drugs.

Mental, Emotional, and Social Health

- analyze the external and internal influences on mental, emotional, and social health.

Injury Prevention and Safety

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- analyze the role of self and others in causing or preventing injuries.
- analyze influences on both safe and violent behaviors.
- analyze personal behaviors that may lead to injuries or cause harm.

Personal and Community Health

- demonstrate how to ask for assistance to enhance the health of self and others.
- describe how some risky behaviors can influence the likelihood of engaging in unhealthy behaviors.
- explain how school and public health policies can influence health promotion and disease prevention.

Identify the influence.

Analyze the influence.

How do I know it is influencing me?

What messages am I receiving from this influence?

Is this a positive or negative influence?

How much is this influencing my thoughts, values, beliefs, or actions?

(*Examine* how other factors may be interacting with this influence and how that may be affecting my thoughts, values, beliefs, and behavior choices. *Consider* whether I need to do anything about this influence. What is the best plan of action to handle this influence in my life?) (Benes & Alperin, 2016, pg. 89)

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High Priority Standards

National Health Standard 3: (Accessing Information)

Student will demonstrate the ability to access valid information and products, and service to enhance health.

Learning Goal

Student will be able to 'analyze sources to determine validity'. (Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- determining validity of information regarding drug, alcohol and tobacco use.
- identifying and determining validity of services for dealing with emotional and mental health issues.
- identifying trusted adults for getting needed help.
- understanding rules and laws designed to prevent injuries.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- validity, emotional/mental/social health.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Drug Awareness

- identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse.

Mental, Emotional, and Social Health

- identify sources of valid information and services for getting help with mental, emotional, and social health problems.
- discuss the importance of getting help from a trusted adult when it is needed.

Injury Prevention and Safety

- identify rules and laws intended to prevent injuries.
- demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the internet.

Personal and Community Health

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- determine the accessibility of products that enhance health.
- describe situations that may require professional health services.

Analyze sources;

ACCESS

Is it **A**ccurate?

Is it **C**redible?

Is it **C**urrent?

Is it **E**asy to use and access?

What **S**ituations is it best used in?

Are claims or information **S**upported? (Benes & Alperin, 2016, pg. 68)

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High Priority Standards

National Health Standard 4: (Interpersonal Communication)

Student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Goal

The student will be able to 'continue to advance and expand self-expression and conflict resolution'. (Benes & Alperin, 2016, pg. 105)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- utilizing communication skills to avoid risky situations involving drugs, weapons and social interactions.
- demonstrating the steps of conflict resolution.
- explaining factors that influence relationships.
- explaining the health risks associated with drug use, including alcohol and tobacco.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- conflict resolution, respect, diversity, refusal, communication skills, prejudice.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- demonstrate ways to communicate respect for diversity.

Drug Awareness

- use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.
- demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.

Mental, Emotional, and Social Health

- practice asking for help with mental, emotional, or social health problems from trusted adults.
- solving problems related to the management of difficult feelings, such as loss or disappointment.

Injury Prevention and Safety

- practice effective communication skills to prevent and avoid risky situations.

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- explain the importance of immediately reporting a weapon that is found or is in the possession of peers.
- describe how prejudice, discrimination, and bias can lead to violence.
- demonstrate the ability to use steps of conflict resolution.

Personal and Community Health

- demonstrate effective conflict management or resolution strategies.
- demonstrate how to ask for assistance to enhance the health of self and others.

use effective verbal communication;

I TELL YOU

Identify feelings (thoughts, ideas)

Tell feelings (thoughts, ideas)

Express using I-statements

Look at the person (people) you are speaking to

Listen to the response

Your body language is appropriate

Open mind

Use assertive communication style

use effective conflict resolution;

CONFLICT

Calm attitude, manage stress

Open to opposing views

Never make assumptions about what the other person (party) is thinking or feeling

Focus on action, not person ("I'm not mad at *you*, I'm mad at what you *did*.")

Look for other options

I-statements

Compromise (Negotiate a solution.)

Teamwork (Make the decision together.)

use effective negotiation;

SLIDE

State what you want/need

Listen and clarify

Identify with other perspectives

Determine common ground

Elicit agreement (Benes & Alperin, 2016, pg. 105)

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High Priority Standards

National Health Standard 5: (Decision Making)

Student will demonstrate the ability to use decision-making skills to enhance health.

Learning Goal

The student will be able to 'apply steps of decision making and increase levels of critical thinking'. (Benes & Alperin, 2016, pg. 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- applying steps of decision-making process.
- distinguishing between problems that can be solved independently and those that need the help of a peer, adult, or professional.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- decision making, stress, loss, depression, anger, risky, bullying, harassment, alternatives.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Drug Awareness

- analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.
- analyze the legal, emotional, social, and health consequences of using alcohol and other drugs.

Mental, Emotional, and Social Health

- apply a decision-making process to enhance health.
- describe situations for which someone should seek help with stress, loss, and depression.
- compare and contrast being angry and angry behavior, and discuss the consequences.

Injury Prevention and Safety

- use a decision-making process to determine a safe course of action in risky situations.
- use a decision-making process to determine appropriate strategies from responding to bullying and harassment.

Personal and Community Health

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- analyze the outcomes of a health-related decision.
- predict the potential short-term impact of each alternative on self and others.
- distinguish when individual or collaborative decision making is appropriate.
- identify circumstances that can help or hinder healthy decision making.

DECIDE

Determine the decision - what is it? Does it require thought? Do I need help?

Examine options (healthy and unhealthy alternatives).

Consider the consequences.

Identify values and influences that may affect the decision.

Decide on the healthiest option and act on the decision.

Evaluate and reflect on the outcome. (Benes & Alperin, 2016, pg. 119)

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High Priority Standards

National Health Standard 6: (Goal Setting)

Student will demonstrate the ability to use goal setting skills to enhance health.

Learning Goal

The student will be 'introduced to SMART goals and increase the extent of the needs assessment'. (Benes & Alperin, 2016, pg. 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing adolescent health issues and selecting appropriate strategies to solve or prevent problems.
- identifying a personal goal and developing steps to meet the goal

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- stress, portion, violence, delinquency, priorities, responsibilities.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Nutrition and Physical Activity

- identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels.

Drug Awareness

- develop personal goals to remain drug-free.

Mental, Emotional, and Social Health

- make a plan to prevent and manage stress.

Injury Prevention and Safety

- develop a personal plan to remain safe and injury-free.
- describe how personal goals can be affected if violence is used to solve problems.
- make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

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Personal and Community Health

- describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Assess the positive areas and areas for improvement of your personal health.

Identify the areas of health that need improvement or that you want to maintain or enhance.

Create a SMART goal that will address the improvement or maintenance of one health need.

Apply strategies and skills to assist with accomplishing the goal.

Record, reflect on, and evaluate goal progress. (Benes & Alperin, 2016, pg. 135)

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High Priority Standards

National Health Standard 7: (Self-Management)

Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Goal

The student will be able to 'reinforce the importance of personal responsibility and variety of behaviors'. (Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- providing examples of how to show respect for differences.
- listing stress-reduction, conflict-resolution and self-control strategies.
- practicing safe technology use.
- practicing first aid and emergency procedures.
- fulfilling personal and social responsibilities.
- understanding reproduction, and the implications of sexual activity

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- substance use, abuse and misuse, self-control, conflict-resolution, first aid, emergency response.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- practice appropriate ways to respect and include others who are different from oneself.
- describing the impact heredity and lifestyle choices have on the reproductive system functions and disease formation.
- explaining how to maintain a healthy reproductive system.
- identifying cancer signs and symptoms and explain the importance of monthly self-examinations.

Drug Awareness

- practice positive alternatives to using alcohol, tobacco, and other drugs.

Mental, Emotional, and Social Health

- carry out personal and social responsibilities appropriately.

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- practice strategies to manage stress.
- demonstrate how to use self-control when angry.

Injury Prevention and Safety

- practice ways to resolve conflicts nonviolently.
- practice safe use of technology.
- practice positive alternatives to gang involvement.
- practice basic first aid and emergency procedures.

Personal and Community Health

- discussing the impacts of discrimination and bullying and why they are wrong.
- describing ways to treat others with dignity and respect.

I AM HEALTHY

Identify current health behaviors.

Analyze your health content.

Make a plan for behaviors change or reinforcement.

Help - get help if you need it.

Explain your role in maintaining and enhancing your health.

Access information, products, and services to support health behaviors.

List barriers and facilitators for the behavior change.

Track progress on the behavior change or reinforcement.

How did your behavior change work? What would you change?

You are in control.

I APPEAR

Identify health behaviors, wants, and needs with in your context.

Access information, products, and services necessary to support health-enhancing behaviors or behavior changes.

Practice health-enhancing behaviors.

Practice avoiding risky health behaviors.

Explain your role in your health.

Assess the outcomes of the behavior changes or of the current health practices.

Reflect on current health practices or changes made. (Benes & Alperin, 2016, pg. 153)

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High Priority Standards

National Health Standard 8: (Advocacy)

Student will demonstrate the ability to advocate for personal, family and community health.

Learning Goal

The student will be able to 'continue to tailor messages and extend advocacy efforts to larger audiences and issues.' (Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- modeling ways to stand up for others who are teased or bullied.
- articulating ways to promote healthy behaviors among peers.
- recognizing the various needs and characteristics of diverse people including those with different abilities, chronic disease, different ethnic and cultural backgrounds, and different gender identities or sexual orientation.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- bullying, substance use, misuse and abuse, injury prevention methods.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- encourage a school environment that is respectful of individual differences.
- object appropriately to teasing or bullying of peers that is based on personal characteristics, gender identity, and sexual orientation.

Drug Awareness

- practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs.

Injury Prevention and Safety

- support injury prevention at school, at home, and in the community.
- promote a bully-free school and community environment.
- encourage others to practice safe behaviors, including the proper use of safety belts when riding in vehicles, wearing helmets when riding bicycles, and wearing mouth guards when participating in athletic activities.

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Personal and Community Health

- demonstrate how to influence and support others to make positive health choices, including the practice of positive peer pressure.
- work cooperatively to advocate for healthy individuals, families, and schools.

I CARE

- Identify and research a relevant and meaningful health issue.
- **C**reate a health-enhancing position or message about the issue that is supported by facts and evidence and is geared toward the audience.
- **A**ct passionately and with conviction.
- **R**elay your health-enhancing message to your audience.
- **E**valuate the effectiveness of the advocacy. (Benes & Alperin, 2016, pg. 166)