

Health Education Grade 6 Supplemental Teaching Resources

| Essential Learning Objective | Performance Indicators | Supplemental Teaching Resources |
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| <p>1. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> | <p>Performance will be satisfactory when the student is able to:</p> <p>B1. Discuss how emotions change during adolescence</p> <p>B2. Analyzes how media portrays preadolescent and adolescent role in families, with peers, and how this portrayal affects choices.</p> <p>C1. Analyze the role of self and others in causing or preventing injuries</p> <p>C2. Analyze influences on both safe and violent behaviors</p> <p>C3. Analyze personal behaviors that may lead to injuries or cause harm</p> <p>D1. Describe internal influences that affect the use of ATOD</p> <p>D2. Analyze how impaired judgment and other effects of using alcohol or drugs impact personal safety, relationships with friends and families, school success, and attainment of personal goals</p> <p>D3. Explain how culture and media influence the use of ATOD under each Skill Standards column from</p> <p>E1. Analyze the external and internal influences on mental, emotional, and social health</p> <p>E2. Summarize feelings and emotions associated with loss and grief</p> | <p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> |
| <p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health</p> | | |
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| <p>2. Students will demonstrate the ability to access valid health</p> | <p>Performance will be satisfactory when the student is able to:</p> <p>A1. Identify rules and laws intended to prevent injuries (Shaken Baby)</p> | <p><i>The Essentials of Teaching Health Education: curriculum, Instruction,</i></p> |

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| <p>information and products and services to enhance health.</p> | <p>A2. Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet</p> <p>B1. Demonstrates how to access accurate information regarding puberty.</p> <p>C1. Explain methods to reduce conflict, harassment, and violence</p> <p>C2. Discuss safety issues related to Internet usage</p> <p>C3. Describe how the presence of weapons increases the risk of serious violent injuries</p> <p>D1. Identify sources of valid information regarding ATOD</p> <p>D2. Explain short and long term effects of alcohol, nicotine, inhalant, and other drug use</p> <p>D3. Differentiate between the use and misuse of prescription and nonprescription medicines etc.</p> <p>D4. Explain the stages of drug dependence and addiction and the effects of drugs on the adolescent brain</p> <p>E1. Identify sources of valid information and services for getting help</p> <p>E2. Discuss the importance of getting help from a trusted adult</p> <p>E3. Describe the signs, causes and health effects of stress, loss and depression</p> <p>E4. Explain why getting help for mental, emotional, and social health problems is appropriate and necessary</p> <p>E5. Describe the importance of being empathetic to individual differences, including people with disabilities</p> <p>E6. Discuss the harmful effects of violent behaviors</p> | <p><i>and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> |
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| <p>Performance will be satisfactory when the student is able to:</p> | | |

| <p>3. Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.</p> | <p>B1. Practice effective communications skills to prevent and avoid risky situations C1. Explain the importance of immediately reporting a weapon that is found or is in the possession of peers D1. Use effective verbal communication skills to avoid situations where ATOD are being used D2. Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use ATOD E1. Practice asking for help from trusted adults E2. Describe how prejudice, discrimination, and bias can lead to violence D3. Demonstrate ways to communicate respect for diversity E4. Demonstrate the ability to use steps for conflict resolution</p> | <p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing within the site's LMC)</p> |
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| <p>Above objective aligned with AASD Content Domain(s): Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p> | | |
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| <p>4. Students will demonstrate the ability to use decision-making skills to enhance health.</p> | <p>Performance will be satisfactory when the student is able to: C1. Use a decision making process to determine a safe course of action in risky situations C2. Use a decision making process to determine appropriate strategies for responding to bullying and harassment C3. Describe hazards related to sun, water, and ice D1. Analyze how decisions to use ATOD will affect relationships with friends and family D2. Analyze the kinds of situations involving ATOD for which help from an adult should be requested D3. Analyze the legal, emotional, social, and health consequences of using ATOD D4. Identify positive alternatives to alcohol, nicotine, and other drug use</p> | <p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing within the site's LMC)</p> |

| | <p>D5. Identify the benefits of a nicotine-free environment E1. Describe situations for which someone should seek help with stress, loss, and depression E2. Compare and contrast being angry and angry behavior, and discuss the consequences</p> | |
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| <p>5. Students will demonstrate the ability to use goal-setting skills to enhance health.</p> | <p>Performance will be satisfactory when the student is able to: B1. Develop a plan to practice personal hygiene C1. Develop a personal plan to remain safe and injury-free D1. Develop personal goals to remain drug-free E1. Make a plan to prevent and manage stress E2. Describe how personal goals can be affected if violence is used to solve problems E3. Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions</p> | <p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing within the site's LMC)</p> |
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| <p>6. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> | <p>C1. Practice ways to resolve conflicts nonviolently C2. Practice safe use of technology C3. Practice first aid procedures D1. Practice positive alternatives to using ATOD D2. Identify the effects of ATOD on physical activity and performance E1. Carry out personal and social responsibilities appropriately E2. Practice strategies to manage stress E3. Practice appropriate ways to respect and include others</p> | <p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing within the site's LMC)</p> |

| | <p>who are different from oneself E4. Demonstrate self-control when angry E5. Describe the importance of being aware of one's emotions</p> | |
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| <p>Essential Learning Objective</p> | <p>Performance Indicators</p> | <p>Supplemental Teaching Resources</p> |
| <p>7. Students will demonstrate the ability to advocate for personal, family, and community health.</p> | <p>Performance will be satisfactory when the student is able to: C1. Encourage others to practice safe behaviors D1. Practice effective persuasion skills for encouraging others not to use ATOD D2. Explain the dangers of secondhand smoke E1. Encourage a school environment that is respectful of individual differences</p> | <p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing within the site's LMC)</p> |
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