

## Grade 6

**Standard 1:** “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the sixth grade. These performance indicators specify what students should know and be able to do by the end of grade six.

### Performance Indicators

The student will

- D-6.1.1 Identify reasons why individuals use and abuse **alcohol, tobacco, and other drugs (ATOD)**.
- D-6.1.2 Describe short and long-term effects and consequences of **ATOD** use, including **secondhand smoke**.
- D-6.1.3 Discuss the risks associated with over-the-counter and prescription drugs.
  
- G-6.1.1 Explain how family roles, rules, and responsibilities change over time.
- G-6.1.2 Describe how the **endocrine system** affects growth and development.
- G-6.1.3 Identify the structures and functions of the male and female reproductive systems.
- G-6.1.4 Explain why **abstinence** is the most effective means of protecting reproductive health.♦♦
- G-6.1.5 Describe the scientific process of fertilization.
- G-6.1.6 Describe the signs and symptoms of pregnancy.
- G-6.1.7 Identify reproductive problems found in males and females.
- G-6.1.8 Define the terms **sexually transmitted infections and diseases (STIs/STDs)** and **human immunodeficiency virus (HIV)**.
- G-6.1.9 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology.
  
- I-6.1.1 Describe ways to reduce and prevent injuries (e.g., helmets, mouth guards, safety equipment, seat belts, water-safety devices).
- I-6.1.2 Examine issues surrounding violence and discuss strategies for violence prevention.
- I-6.1.3 Describe situations that constitute **bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence**.
- I-6.1.4 Discuss ways **sexting** violates personal **boundaries**.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

\*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

♦: Reproductive health instruction is permitted before grade six at the option of local school boards (§59-32-30(A)(1)).

♦♦: Family life and pregnancy prevention instruction is permitted in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is required in these three grades (§59-32-30(A)(2)).

- M-6.1.1 Discuss the importance of a positive **self-concept**.
- M-6.1.2 Define the term **resiliency**.
- M-6.1.3 Examine grief and ways to deal with loss.
- M-6.1.4 Review decision making models.
- M-6.1.5 Identify the risk of self-harm.
  
- N-6.1.1 Describe the benefits of **healthy eating** in relation to disease prevention (e.g., preventing cancer; controlling diabetes; reducing the incidence of heart disease; reducing tooth decay).
- N-6.1.2 Define the term **disordered eating**.
- N-6.1.3 Explain how the body uses the **six essential nutrients**.
- N-6.1.4 Differentiate between unhealthy and **healthy foods**, snacks, and beverages.
- N-6.1.5 Investigate the nutrition information on food labels to compare products.
- N-6.1.6 Describe the interrelationship among diet, physical activity level, and body weight.
- N-6.1.7 Examine food intake and physical activity in relation to the current federal Dietary Guidelines for Americans.
  
- P-6.1.1 Compare strategies for reducing risks of chronic and **communicable diseases**.
- P-6.1.2 Give examples of personal hygiene practices (e.g., bathing; using deodorant; brushing and flossing teeth; grooming hair).
- P-6.1.3 Describe ways a dentist helps to keep teeth and gums healthy.
- P-6.1.4 Define what it means to be a **blood donor**.

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## Grade 6

**Standard 2:** “Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the sixth grade. These performance indicators specify what students should know and be able to do by the end of grade six.

### Performance Indicators

The student will

- D-6.2.1 Analyze the influence of family and peers on a person’s **ATOD** use.
- G-6.2.1 Describe the influence of families and peers on a person’s body image.
- I-6.2.1 Give examples of the threat of gangs or other violent behaviors to personal safety.
- M-6.2.1 Compare ways that family and peers influence the mental, emotional, and social health of adolescents.
- M-6.2.2 Examine the interrelationship among mental, emotional, social, and physical health in adolescence.
- P-6.2.1 Compare ways that peers and the media influence healthy and unhealthy behaviors.

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## Grade 6

**Standard 3:** “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007).

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### Performance Indicators

The student will

- D-6.3.1 Discuss how to identify sources of help for someone who abuses **ATOD**.
- G-6.3.1 Demonstrate the ability to access appropriate resources for dealing with **bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence**.
- M-6.3.1 Demonstrate the ability to locate appropriate health information and services for dealing with mental health issues within the community.
- N-6.3.1 Access **valid** information on **healthy eating** and physical activity.
- P-6.3.1 Discuss how to determine whether health information, products, and services are **valid**.

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## Grade 6

**Standard 4:** “Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks” (NHES, 2007).

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### Performance Indicators

The student will

- D-6.4.1 Utilize **refusal skills** to avoid **ATOD** use and to reduce **risk behaviors**.
- D-6.4.2 Determine how to lessen the likelihood of being involved in **risk behaviors**.
  
- G-6.4.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.
- G-6.4.2 Demonstrate ways to communicate with parents, family members, or other **safe adults** about **bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, sexual abuse, sexual assault, domestic violence, and dating violence**.
  
- I-6.4.1 Explain that no one has the right to touch anyone else in a sexual or physical manner if they do not want to be touched.
  
- M-6.4.1 Discuss healthy ways to express feelings and relieve stress.
- M-6.4.2 Demonstrate effective ways to communicate personal **boundaries** and show respect for the **boundaries** of others.

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## Grade 6

**Standard 5:** “Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007).

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### Performance Indicators

The student will

- G-6.5.1 Demonstrate effective ways to communicate personal **boundaries** and show respect for the **boundaries** of others, including those related to sexual activity and **abstinence**.♦♦
- G-6.5.2 Identify steps in a decision-making process that promotes **abstinence** and avoids **risk behaviors**.♦♦
- I-6.5.1 Describe the advantages and disadvantages of communicating using technology and social media, including the use of the internet.
- M-6.5.1 Discuss when it is important to seek information, support, and assistance regarding mental, emotional, and social health.
- P-6.5.1 Identify circumstances that can help or hinder healthy decision making.\*

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## Grade 6

**Standard 6:** “Students will demonstrate the ability to use goal-setting skills to enhance health” (NHES, 2007).

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### Performance Indicators

The student will

- D-6.6.1 State a specific, measurable, attainable, realistic, and timely (**SMART**) **goal** to avoid **ATOD** use.
- P-6.6.1 Set a **SMART goal** to develop and implement a personal health and wellness plan (e.g., eating **healthy foods**; meeting specific goals related to oral health; getting physical activity; sleeping 8–10 hours nightly).

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## Grade 6

**Standard 7:** “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007).

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### Performance Indicators

The student will

- D-6.7.1 Demonstrate ways to avoid potentially harmful situations involving **ATOD** use.
- D-6.7.2 Demonstrate ways **ATOD** contributes to harmful situations and behaviors to reduce risk and decrease the chance of being affected.
  
- G-6.7.1 Identify **coping strategies** to address the physical, emotional, and social changes that occur during adolescence.
- G-6.7.2 Describe appropriate steps a person should take if they become the victim of **sexual harassment, sexual abuse, or sexual assault**.
- G-6.7.3 Describe options that exist for a survivor of **bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence** (e.g., community resources, hotlines, school counselors, teachers, law enforcement, clergy).
  
- I-6.7.1 Demonstrate behaviors and strategies to manage anger and conflict in healthy ways.
- I-6.7.2 Discuss ways to avoid or reduce threatening situations.
- I-6.7.3 Discuss **protective** strategies to reduce the risk of violence in a person’s home, school, and community.
  
- M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health.
- M-6.7.2 Compare and contrast the characteristics of healthy and unhealthy relationships.
- M-6.7.3 Analyze the ways in which friends, family, media, society, and culture can influence relationships.

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- N-6.7.1 Construct a nutrition plan that meets the current federal Dietary Guidelines for Americans, with an emphasis on **healthy foods** and beverages.
- N-6.7.2 Create and implement a plan to engage in moderate to vigorous daily physical activity.
- P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.\*
- P-6.7.2 Construct a plan to reduce environmental health risks in the school or community.

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**Standard 8:** “Students will demonstrate the ability to advocate for personal, family, and community health” (NHES, 2007).

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### Performance Indicators

The student will

- D-6.8.1 Describe ways to advocate to others the benefits of not using **ATOD**.
- I-6.8.1 Describe ways to advocate for a safe school environment.
- I-6.8.2 List ways to intervene in situations where unsafe behaviors are taking place.
- N-6.8.1 Examine ways to encourage family and peers to choose **healthy foods** from local producers and increase their physical activity.
- P-6.8.1 State a health-enhancing position on a health-related topic and support it with accurate information.

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