

Sixth Grade Health Standards

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Alcohol, Tobacco, and Other Drugs (4 hours)	<p>A1. Explain short- and long-term effects, of alcohol, tobacco, inhalant and other drug use, including social, legal, economic implications. □</p> <p>A2. Identify positive alternatives to alcohol, tobacco, and other drug use. □</p> <p>A3. Differentiate between the use and misuse of prescription and non-prescription medicines. □</p> <p>A4. Identify the benefits of a tobacco-free environment. □</p> <p>A5. Explain the dangers of secondhand smoke. □</p> <p>A6. Explain the stages of drug dependence and addiction and its effects on the adolescent brain. □</p> <p>A7. Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance. □</p>	<p>A8. Describe internal influences that affect the use of alcohol, tobacco, and other drugs. □</p> <p>A9. Examine the influence of marketing and advertising techniques, including the use of role models and how they affect use of alcohol, tobacco, and other drugs. □</p> <p>A10. Analyze how impaired judgment and other effects of using alcohol or marijuana impact personal safety, relationships with friends and families, school success, and attainment of present and future goals. □</p> <p>A11. Explain how culture and media influence the use of alcohol and other drugs. □</p>	<p>A12. Identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse. □</p>	<p>A13. Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used. □</p> <p>A14. Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs. □</p>	<p>A15. Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family. □</p> <p>A16. Analyze the kinds of situations involving alcohol, tobacco, and other drugs for which help from an adult should be requested. □</p> <p>A17. Examine the legal, emotional, social, and health consequences of using alcohol and other drugs. □</p>	<p>A18. Develop personal goals to remain drug free. □</p>	<p>A19. Practice positive alternatives to using alcohol, tobacco, and other drugs. □</p>	<p>A20. Practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs. □</p>	<p><u>Required Curriculum</u> Too Good for Drugs</p> <p>Health Textbook</p>

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Mental, Emotional, and Social Health (4 hours)	<p>M1. Describe the signs, causes, and health effects of stress, loss, and depression. □</p> <p>M2. Summarize feelings and emotions associated with loss and grief. □</p> <p>M3. Discuss how emotions change during adolescence. □</p> <p>M4. Examine the importance of being aware of one’s own emotions. □</p> <p>M5. Examine the importance of being empathetic to individual differences, including people with disabilities and chronic diseases. □</p> <p>M6. Explain why getting help for mental, emotional, and social health problems is appropriate and necessary. □</p> <p>M7. Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions. □</p> <p>M8. Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, verbal abuse). □</p> <p>M9. Discuss the harmful effects of violent behaviors. □</p>	<p>M10. Analyze the external and internal influences on mental, emotional, and social health. □</p>	<p>M11. Identify sources of valid information and services for getting help for mental, emotional, and social health problems. □</p> <p>M12. Discuss the importance of getting help from a trusted adult when it is needed. □</p>	<p>M13. Practice asking for help with mental, emotional, or social health problems from trusted adults. □</p> <p>M14. Describe how prejudice, discrimination, and bias can lead to violence. □</p> <p>M15. Demonstrate ways to communicate respect for diversity. □</p> <p>M16. Demonstrate the ability to use steps of conflict resolution. □</p>	<p>M17. Apply a decision-making process to enhance health. □</p> <p>M18. Describe situations for which someone should seek help with stress, loss, and depression. □</p> <p>M19. Compare and contrast being angry and angry behavior, and discuss their consequences. □</p>	<p>M20. Make a plan to prevent and manage stress. □</p> <p>M21. Describe how personal goals can be affected if violence is used to solve problems. □</p> <p>M22. Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency. □</p>	<p>M23. Carry out personal and social responsibilities appropriately □.</p> <p>M24. Practice strategies to manage stress. □</p> <p>M25. Practice appropriate ways to respect and include others who are different from oneself. □</p> <p>M26. Demonstrate how to use self control when angry. □</p>	<p>M27. Encourage a school environment that is respectful of individual differences. □</p> <p>M28. Object appropriately to teasing or bullying of peers based on personal characteristics and perceived sexual orientation. □</p>	Health Textbook

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Injury Prevention and Safety (5 hours)	<p>S1. Explain methods to reduce conflict, harassment, and violence. □</p> <p>S2. Describe basic first aid and emergency procedures, including for accidental loss of or injury to teeth. □</p> <p>S3. Describe the risks of gang involvement. □</p> <p>S4. Examine disaster preparedness plans for the home and school. □</p> <p>S5. Examine the risks of weapon possession at home, school, and community. □</p> <p>S6. Examine safety procedures when using public transportation and traveling in vehicles. □</p> <p>S7. Discuss safety hazards related to using the Internet. □</p> <p>S8. Describe hazards related to sun, water, and ice. □</p> <p>S9. Describe how the presence of weapons increases the risk of serious violent injuries. □</p>	<p>S10. Analyze the role of self and others in causing or preventing injuries. □</p> <p>S11. Examine influences on safety and violence-related behaviors. □</p> <p>S12. Analyze personal behaviors that may lead to injuries or cause harm. □</p>	<p>S13. Identify rules and laws intended to prevent injuries. □</p> <p>S14. Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet. □</p>	<p>S15. Practice effective communication skills to prevent and avoid risky situations. □</p> <p>S16. Explain the importance of immediately reporting a weapon that is found or is in the possession of peers. □</p> <p>S17. Demonstrate strategies to escape when weapons or other dangerous objects are present. □</p> <p>S18. Practice communication and refusal skills to avoid gang involvement. □</p>	<p>S19. Use a decision-making process to determine a safe course of action in risky situations. □</p> <p>S20. Use a decision-making process to determine appropriate strategies to respond to bullying and harassment. □</p>	<p>S21. Develop a personal plan to remain safe and injury free. □</p>	<p>S22. Practice ways to solve conflicts nonviolently. □</p> <p>S23. Practice safe use of technology. □</p> <p>S24. Practice positive alternatives to gang involvement. □</p> <p>S25. Practice basic first aid and emergency procedures. □</p>	<p>S26. Support injury prevention at school, home, and in the community. □</p> <p>S27. Promote a bully-free school and community environment. □</p> <p>S28. Encourage others to practice safe behaviors, including the proper use of safety belts when riding in a car, wearing helmets when riding a bicycle, wearing mouth guards when participating in sport activities. □</p>	<p><u>Required Curriculum</u> Second Step</p> <p>Health Textbooks</p>

