

Grade 6

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.

GLEs:

- 1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.
- 1-M-1.2 Analyze the physical, intellectual, emotional and social benefits of eating breakfast daily.

Benchmark 1-M-2: Describe the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

GLEs:

- 1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.
- 1-M-2.2 Relate correct portion sizes and number of servings to energy needs.

Benchmark 1-M-3: Analyze high risk behaviors to determine their impact on wellness.

GLE:

- 1-M-3.1 Examine the likelihood and seriousness of injury or illness if engaging in risky behaviors.

Benchmark 1-M-4: Use appropriate strategies to prevent/reduce risk and promote well-being.

GLEs:

- 1-M-4.1 Explain how preventive health care can reduce risk of premature death and disability.
- 1-M-4.2 Analyze the harmful effect of engaging in unscientific diet practices to lose or gain weight.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark 2-M-1: Describe the influence of others on health beliefs, practices and behaviors.

GLEs:

- 2-M-1.1 Identify the influences of others on personal values, beliefs and perceived norms.
- 2-M-1.2 Examine how parents and family influence health practices.

2-M-1.3 Analyze how the school can affect personal health practices and behaviors.

Benchmark 2-M-2: Analyze how media and technology influence personal and family health behaviors.

GLEs:

- 2-M-2.1 Investigate the impact of media (e.g., television, newspapers, billboards, magazines, Internet) on positive and negative health behaviors.
- 2-M-2.2 Describe the ways that technology affects health (e.g., video games).
- 2-M-2.3 Describe the influence of culture and media on body image and eating disorders.

Benchmark 2-M-3: Explain the influence of personal values and beliefs on individual health practices and behaviors.

GLEs:

- 2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.
- 2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors (e.g., physical activity and healthy nutritional practices).

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Benchmark 3-M-1: Utilize resources at home, school and community to access valid health information and services.

GLEs:

- 3-M-1.1 Differentiate between credible and non-credible sources of health information (e.g., internet, trusted adult, healthcare professionals).
- 3-M-1.2 Evaluate functions of community health agencies and professional health services.
- 3-M-1.3 Interpret the nutrition information available on the Nutrition Facts panel of food labels.
- 3-M-1.4 Use nutrition information to differentiate between nutrient dense foods and low nutrient foods.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark 4-M-1: Demonstrate healthy ways to express needs, wants, feelings and respect of self and others.

GLEs:

- 4-M-1.1 Role play verbal and non-verbal communication skills to enhance health.
- 4-M-1.2 Practice the use of “I” messages when expressing needs, wants and feelings.
- 4-M-1.3 Demonstrate how to refuse less-nutritious foods and extra servings in social settings.

Benchmark 4-M-2: Demonstrate how to ask for assistance to enhance the health of self and others.

GLE:

4-M-2.1 Role-play seeking assistance from trusted health resources in the school or community.

Benchmark 4-M-3: Demonstrate effective conflict management or resolution strategies.

GLE:

4-M-3.1 Differentiate between negative and positive behaviors used in conflict situations (e.g., compromise, avoidance, mediation, assertive/aggressive, non-violent behaviors).

Benchmark 4-M-4: Exhibit characteristics needed to be a responsible friend and family member.

GLE:

4-M-4.1 Identify qualities of healthy relationships (e.g., respect, trust, honesty, support, communication).

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark 5-M-1: Discuss how emotional health affects decision-making.

GLE:

5-M-1.1 Examine how emotional health can affect decision-making.

Benchmark 5-M-2: Determine when health-related situations require the application of a thoughtful decision-making process.

GLEs:

5-M-2.1 Relate the steps of a decision-making model as it applies to health-related decisions.

5-M-2.2 Examine the role of decision-making in maintaining personal fitness, blood pressure, weight and body mass index.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark 6-M-1: Identify goals to adopt, maintain or improve a personal health practice.

GLEs:

6-M-1.1 Assess personal health practices and health status.

6-M-1.2 Set a goal and describe steps needed to attain goal.

6-M-1.3 Develop practical solutions for removing barriers to practicing healthy lifestyles.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Benchmark 7-M-1: Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

GLEs:

7-M-1.1 Complete a personal health assessment to determine health strengths and risks (e.g., physical activity, nutrition, stress, bullying).

7-M-1.2 Plan a class party or family meal that meets dietary guidelines.

Benchmark 7-M-2: Demonstrate behaviors that avoid or reduce health risks to self and others.

GLEs:

7-M-2.1 Describe how to avoid threatening situations (e.g., inappropriate touch, bullying).

7-M-2.2 Identify safe ways to report abuse.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

Benchmark 8-M-1: Analyze various communication methods to accurately express health ideas and opinions.

GLE:

8-M-1.1 Identify communication techniques to persuade or support a health-enhancing issue.

Benchmark 8-M-2: Demonstrate how to influence and support others to make positive health choices.

GLE:

8-M-2.1 Demonstrate effective persuasion skills to encourage healthy behaviors.