### Health Curriculum: GRADE 6

#### STANDARD 1:
**Comprehend health related concepts to enhance physical, social and mental health and avoid or reduce health risks.**

**1.1** Understand the relationship between physical, social and mental health and overall wellness.

#### STANDARD 2:
**Demonstrate the ability to practice behaviors that enhance physical, social and mental health and avoid or reduce health risks.**

**2.1** Use decision-making skills to enhance health.

**2.2** Apply goal-setting skills to enhance health.

#### STANDARD 3:
**Demonstrate the ability to access valid information, products and services to enhance physical, social and mental health and avoid or reduce health risks.**

**3.1** Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

#### STANDARD 4:
**Demonstrate the ability to use interpersonal communication skills to enhance physical, social and mental health and avoid or reduce health risks.**

**4.1** Communicate effectively with family, peers and others to enhance health and avoid or reduce health risks.

**4.2** Advocate for personal, family and community health.

### Strand: PHYSICAL HEALTH

#### 1.1-1 Wellness and Hygiene
- Define wellness and the factors that affect wellness.
- Understand that some health factors can be controlled and some cannot.
- Understand the relationship between physical health and the “5 Healthy Habits” - sleep, nutrition, exercise, hygiene, and self-esteem.
- Understand the importance of personal hygiene.
- Evaluate the benefits of getting proper rest and sleep for healthy growth and development.
- Summarize actions to take to protect oneself against potential damage from exposure to the sun.

#### 1.1-2 Physical Activity and Nutrition
- Differentiate between physical activity and exercise.
- Describe the benefits of exercise.
- Identify ways to increase daily physical activity and decrease inactivity.
- Understand what is meant by a balanced diet and eating in moderation and how this relates to health.
- Summarize a variety of nutritious food choices for each food group.
- Classify the number and appropriate sizes of servings of food from each food group that a person needs each day.
- Describe the relationship between what people eat, their physical activity level, and their body weight.
- Summarize the relationship between physical activity and nutrition.
- Identify choices that promote appropriate levels of physical activity and good nutrition.

#### 2.1, 2.2-1 Wellness and Hygiene
- Identify proactive behaviors that will maintain or enhance wellness.
- Recognize behaviors that avoid or reduce risks to wellness.
- Identify choices that promote wellness through the “5 Healthy Habits”: sleep, nutrition, exercise, hygiene, self-esteem.

#### 2.1, 2.2-2 Physical Activity and Nutrition
- Demonstrate behaviors that will maintain or enhance physical health.
- Demonstrate a variety of behaviors that avoid or reduce risks to physical health.
- Identify factors that affect the amount of exercise and level of fitness.
- Set a realistic fitness goal and track progress toward its achievement. e.g., individual goal for kilometer run.
- Identify choices that promote appropriate levels of physical activity and good nutrition.

#### 3.1 Wellness and Hygiene
- Access and utilize information to learn about wellness.
- Begin to recognize potential influences on personal wellness e.g., peers.

#### 3.1-2 Physical Activity and Nutrition
- Use the USDA Food Pyramid Guidelines to understand food groups and identify a balanced meal, particularly in the context of the cafeteria menu.
- Use technology effectively to maintain or improve physical health e.g., a pedometer.
- Identify how peers can influence healthy and unhealthy behaviors.

#### 4.1, 4.2-1 Wellness and Hygiene
- Communicate with family about wellness.

#### 4.1, 4.2-2 Physical Activity and Nutrition
- Demonstrate effective verbal and non-verbal communication skills to enhance physical health e.g., turning down offers of unhealthy food.
- Discuss plans for healthy eating habits with family and friends.

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*Adapted from National Health Education Standards*

*Correlation to National Health Education Standards:*

- SAS Standard 1 – NHES Standard 1
- SAS Standard 2 – NHES Standard 5, 6, 7
- SAS Standard 3 – NHES Standard 2, 3
- SAS Standard 3 – NHES Standard 4, 8

*Adopted by the Board on May 19, 2009*
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### Standard 1: Comprehend health related concepts to enhance physical, social and mental health and avoid or reduce health risks.
1.1 Understand the relationship between physical, social and mental health and overall wellness.

### Standard 2: Demonstrate the ability to practice behaviors that enhance physical, social and mental health and avoid or reduce health risks.
2.1 Use decision-making skills to enhance health.
2.2 Apply goal-setting skills to enhance health.

### Standard 3: Demonstrate the ability to access valid information, products and services to enhance physical, social and mental health and avoid or reduce health risks.
3.1 Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

### Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance physical, social and mental health and avoid or reduce health risks.
4.1 Communicate effectively with family, peers and others to enhance health and avoid or reduce health risks.
4.2 Advocate for personal, family and community health.

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### Strand: PHYSICAL HEALTH [continued]

#### 1.1-3 Growth and Development - Puberty
a. Understand and define the term “puberty.”
b. Know the basic anatomy of the male and female reproductive system.
c. Understand body changes in males and females during puberty.
d. Know that individuals experience physical change at different rates.
e. Understand the relationship between physical, social and mental issues and “puberty.”

#### 2.1, 2.2-3 Growth and Development
a. Demonstrate an understanding of personal hygiene and proper care of the reproductive system.

#### 3.1-3 Growth and Development
a. Access and utilize valid information to learn about growth, development and puberty.
b. Know how to access health services when concerned about adolescent health issues e.g., school nurse.

#### 4.1, 4.2-3 Growth and Development
a. Use proper terminology when communicating about physiological changes of self and peers.

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### Strand: SOCIAL HEALTH

Within the Grade 6 Health Course, Social Health is addressed in the context of the topics in the other strands.

### Strand: MENTAL HEALTH

#### 1.1-4 Stress - Coping with Change
a. Understand the stress that occurs with the onset of puberty and describe ways to deal with these concerns. e.g., change in body image.

#### 2.1, 2.2-4 Stress - Coping with Change
a. Respond appropriately to physiological changes in self and peers.
b. Demonstrate the ability to address the stress and concerns that occur with the onset of puberty.
c. Develop strategies for looking at body changes in a positive way.

#### 3.1-4 Stress - Coping with Change
a. Know who to turn to for help with the stress and concerns that occur with the onset of puberty.

#### 4.1, 4.2-4 Stress - Coping with Change
a. Communicate appropriately about body changes.
b. Communicate empathy and support for others who may be experiencing stress relating to a changing body.

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1 Administrators, Counselors, the Home Base, and Classroom Without Walls program, further support the Social Health area in Grade 6, especially as it relates to transitions and peer relationships.

Adapted from National Health Education Standards

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