

# STANDARDS FOR HEALTH AND WELLNESS: GRADE 6

## CATALINA FOOTHILLS SCHOOL DISTRICT

### **Standard 1: Essential Health Concepts**

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HW.6.1.1 Compare how healthy and unhealthy behaviors are linked with personal health (required: sun safety; for example: healthy: eating a balanced diet; unhealthy: using alcohol, tobacco, and drugs; consuming too much sugar and fat; regular physical activity/personal fitness plan).

HW.6.1.2 Explain how appropriate health care can promote personal health (for example: regular physicals and vision/dental checkup; first aid procedures; medical emergencies).

HW.6.1.3 Explain how food provides energy and nutrients for growth and development and how food intake affects health.

- identify foods within each of the basic food groups (MyPlate Food Guidance System) and select appropriate servings and portions for his or her age and physical activity levels. [Connect to Physical Education]

### **Standard 2: Analyzing Influences**

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

HW.6.2.1 Analyze the influence of various factors on healthy and unhealthy behaviors of adolescents.

- family practices (for example: meal patterns, body image, physical activity, social guidelines)
- peers or friends (for example: eating behaviors, alcohol/tobacco, exercise habits, accepting or not accepting differences)

### **Standard 3: Accessing Valid Information and Services**

**Demonstrate the ability to access valid information and products or services to enhance health.**

HW.6.3.1 Describe situations that may require professional health services (for example: emergency situations and injuries: heart attack, asthma attack, head injury, third degree burns, broken bone; situations that require a trip to the doctor, school nurse; when to call 911).

HW.6.3.2 Find valid and reliable health information from home, school, and community (for example: valid and non-valid internet health information source).

HW.6.3.3 Apply resources to investigate valid health information.

#### **Standard 4: Interpersonal Communication**

##### **Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

HW.6.4.1 Apply effective communication skills to enhance health (for example: body language matches words, show care and concern, use verbal communication skills to show what to do in an unsafe situation).

- refusal and negotiation skills that avoid or reduce health risks (for example: effective ways to say no to negative peer pressure-cheating, bullying/cyberbullying, harassment, disrespectful behavior toward adults; walk away, contact a trusted adult, delay, say no again, change the subject, give a reason or excuse)
- ways to ask for assistance to enhance the health of self and others (for example: harmful situations that require assistance from an adult)

HW.6.4.2 Model effective conflict management or resolution strategies (for example: peer mediation skills; stay calm, listen, seek the assistance of a mediator, apologize or accept an apology, work together to resolve the conflict, compromise on a choice that is fair to all persons, etc.).

#### **Standard 5: Decision Making**

##### **Demonstrate the ability to use decision-making skills to enhance health.**

HW.6.5.1 Determine when health-related situations require the application of a thoughtful decision-making process (for example: how one might decide not to smoke despite influences of peers or family, what to do when someone is teased or bullied).

- distinguish when an individual or collaborative decision-making is appropriate (for example: when experiencing sadness requires support from an adult)

HW.6.5.2 Analyze the outcomes of a health-related decision (for example: substance abuse). [Students will conduct research on a different topic each year.]

- predict the potential short-term impact of healthy and unhealthy decisions (for example: drug abuse, choosing to be drug-free, supporting a friend who has decided to be alcohol, tobacco, and drug-free)

#### **Standard 6: Goal Setting**

##### **Demonstrate the ability to use goal-setting skills to enhance health.**

HW.6.6.1 Examine personal health practices or behaviors (for example: type of physical activity, frequency of activity, etc.).

- identify a goal to adopt, maintain, or improve a personal health practice (for example: replacing 30 minutes of television and/or technology screen time with physical activity every day) [Connect to Physical Education]
- develop strategies to attain a personal health goal (for example: drinking 8 glasses of water a day may include a substitution of water for beverages that have little or no nutritional value)

## **Standard 7: Practicing Health-Enhancing Behaviors**

**Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HW.6.7.1 Describe the importance of being responsible for health behaviors (for example: how present health behaviors impact one's future health – eating practices, physical activity, dental care, regular physical exams). [Connect to Standards 1 and 2]

## **Standard 8: Health Promotion**

**Demonstrate the ability to advocate for personal, family, and community health.**

HW.6.8.1 State a health enhancing position on a topic and support it with accurate information (for example: sport enhancing nutritional supplements, importance of physical activity).

- demonstrate how to influence and support others to make positive health choices (for example: use of technology)