

Grade 6

Adopted 2007

Nutrition and Physical Activity

1: Core Concepts

- 1.1 Analyze the benefits of healthy eating and being physically active.
 - 1.2 Identify the causes of food-borne illness.
 - 1.3 Explain how weight management is influenced by healthy eating and being physically active.
 - 1.9 Describe the relationship of self perception, body image, body weight, and physical activity.
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3: Health Behaviors

- 1.4 Describe the federal dietary guidelines and the amount of physical activity recommended for one's age in order to achieve health benefits.
 - 1.5 Describe strategies for dealing with personal preferences, restrictions, and barriers related to healthy eating, adequate sleep, and physical activity.
 - 1.6 Describe environmental influences that encourage or discourage physical activity.
 - 1.7 Develop a dietary and physical activity plan for a week that is consistent with the dietary guidelines.
 - 1.8 Demonstrate the ability to support others to choose healthy foods and be physically active.
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4: Influences

- 1.10 Analyze how one's own perception of weight influences healthy eating and being physically active.
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Alcohol, Tobacco, and Other Drugs

1: Core Concepts

- 2.1 Explain the short- and long-term effects of alcohol and marijuana use.
 - 2.2 Explain school policies and Michigan laws related to the sale and use of tobacco products.
 - 2.3 Analyze data that supports that most young people in middle school do not use tobacco, alcohol, or other drugs.
 - 2.4 Articulate the benefits of remaining alcohol, tobacco, and drug free.
 - 2.5 Analyze how impaired judgment and other effects of alcohol or marijuana use impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.
 - 2.13 Describe the negative health effects of caffeine, tobacco, and diet pills on rest, stress, athletic performance, and weight management.
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2: Access Information

- 2.6 Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use; and assess the validity of the resources.
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3: Health Behaviors

- 2.7 Make a commitment to be alcohol, tobacco and drug free.
 - 2.8 Recognize behaviors that may indicate alcohol or drug impairment in order to avoid riding with an impaired driver.
 - 2.9 Describe strategies to avoid riding with an impaired driver, and demonstrate the ability to use them.
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4: Influences

- 2.10 Analyze family, peer, societal, and media influences on tobacco, alcohol, and other drug use.
 - 2.14 Analyze possible reasons why individuals choose to use, or not use, alcohol or marijuana.
 - 2.15 Demonstrate the ability to support friends and family members who are trying to stop using alcohol, tobacco, and other drugs.
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7: Social Skills

- 2.11 Develop personal strategies to resist influences to use tobacco, alcohol, and other drugs.
 - 2.12 Demonstrate verbal and non-verbal ways to refuse alcohol, tobacco, and other drugs.
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8: Advocacy

- 2.16 Apply effective persuasion skills for encouraging others not to use tobacco, alcohol, and other drugs.
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Safety

1: Core Concepts

- 3.1 Explain how safety belts help passengers to stay safe.
 - 3.2 Describe safety hazards related to using the Internet.
 - 3.3 Describe appropriate and inappropriate touch.
 - 3.4 Explain the importance of respecting personal space and boundaries.
 - 3.5 Explain that a child is not at fault if someone touches him or her in an inappropriate way.
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2: Access Information

- 3.6 Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.
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3: Health Behaviors

- 3.7 Analyze environments and situations, including those where weapons may be present, to determine whether they are safe.
 - 3.8 Describe strategies to avoid unsafe situations.
 - 3.9 Demonstrate strategies to escape when weapons/dangerous objects are present.
 - 3.10 Describe the procedure for reporting the presence of weapons at school.
 - 3.11 Demonstrate the ability to escape safety hazards in public places.
 - 3.12 Apply school rules and procedures to hypothetical school crisis situations.
 - 3.13 Demonstrate strategies to get away in hypothetical cases of inappropriate touching or abduction.
 - 3.14 Apply strategies to stay safe when using the Internet.
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4: Influences

- 3.15 Explain how one's behavior, when an occupant of a vehicle, influences the behavior of others.
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8: Advocacy

- 3.16 Advocate for others to practice safe behavior, including the proper use of safety belts, when riding in a car.
 - 3.17 Advocate for others to stay safe when using the Internet.
 - 3.16 Advocate for others to practice safe behavior, including the proper use of safety belts, when riding in a car.
 - 3.17 Advocate for others to stay safe when using the Internet.
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Social and Emotional Health

1: Core Concepts

- 4.1 Describe some common causes of stress, and the health effects of stress.
 - 4.12 Analyze how friendships may involve positive and negative risks.
 - 4.13 Explain the difference between angry feelings and angry behavior.
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2: Access Information

- 4.2 Analyze the importance of getting help from an adult when it is needed.
 - 4.3 Identify criteria to determine whether another person is able to help one make healthy decisions and solve problems; and apply these criteria to identify people who can provide help.
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3: Health Behaviors

- 4.4 Demonstrate the ability to use practical strategies to manage strong feelings.
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5: Goal Setting

- 4.5 Use practical strategies to develop a personal plan for stress management.
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6: Decision Making

- 4.6 Describe the decision making and problem solving steps.
 - 4.7 Demonstrate the ability to make a decision or solve a problem using criteria to evaluate solutions.
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7: Social Skills

Describe the characteristics of conflicts that can be resolved and the steps of effective conflict resolution.

- 4.9 Demonstrate the ability to use the steps of conflict resolution.
 - 4.10 Demonstrate effective listening strategies.
 - 4.11 Demonstrate the ability to use assertive communication skills appropriately.
 - 4.14 Demonstrate the ability to express appreciation.
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Personal Health and Wellness

3: Health Behaviors

- 5.1 Demonstrate skills throughout the day to reduce the spread of germs.
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Growth and Development

1: Core Concepts

- 7.1 Describe the changes in friendships that one might experience as a result of puberty, and evaluate what it means to be a boyfriend or girlfriend.
 - 7.2 Identify changes in physical maturation during puberty as it relates to the physical capacity for human reproduction.
 - 7.3 Describe the basic process of human reproduction, using scientific names for reproductive anatomy.
 - 7.4 Define abstinence from sex.
 - 7.5 Analyze reasons for young people to remain abstinent, concluding that abstinence is the only 100% effective method of protection from HIV, other serious communicable disease, and pregnancy.
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2: Access Information

- 7.6 Locate adult resources (e.g., parent, teacher, medical professional, counselor, other adult) who can provide accurate information about friendships, dating, puberty, and human reproduction.
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3: Health Behaviors

- 7.7 Recognize situations or behaviors that may lead to engaging in sexually risky behaviors.
 - 7.8 Set personal boundaries and limits related to physical intimacy and sexual behavior.
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4: Influences

- 7.9 Evaluate a variety of external influences (e.g., media, parents, culture, peers, and society) and internal influences (e.g., values, curiosity, interests, desires, and fears) and their potential to impact relationships and behavior.
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5: Goal Setting

- 7.10 Develop personal short- and long-term goals that support abstinence.
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7: Social Skills

- 7.11 Demonstrate how to communicate one's level of readiness to be a boy friend or girl friend.
- 7.12 Identify ways to show respect for other's boundaries and limits related to physical intimacy and sexual behavior.
- 7.13 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.