

# Grade 6 Health

## Course Description

Sixth grade health is embedded in the physical education course.

**Chemical Unit:** Students will study the effects of tobacco on the body. Students will study the role that peer pressure plays in the use of tobacco. Students will study the media's role in tobacco use. The effects of alcohol on the body will be introduced during the sixth grade. Students will study how to resist negative peer pressure

**Human Development Unit:** Students will understand the role of hormones in the body as well as identifying male and female reproductive organs. Students will define and discuss gender roles.

## Standards

### Essential Standards:

1.	Describe the physical, social, cognitive and emotional changes of adolescence. <b>PD.8.CC.1</b>
2.	Students will comprehend concepts related to health promotion and disease prevention to enhance health. (NHS #1)

### Important Standards:

1.	Describe male and female sexual and reproductive systems including body parts and their functions. <b>AP.8.CC.1</b>
2.	Describe the advantages and disadvantages of communicating using technology and social media. <b>HR.8.CC.5</b>
3.	Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. <b>PS.8.CC.1</b>
4.	Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. <b>PS.8.CC.3</b>
5.	Analyze how friends, family, media, society and culture can influence self- concept and body image. <b>PD.8.INF.1</b>
6.	Identify accurate and credible source of information about sexual health. <b>AP.8.AI.1</b>
7.	Identify medically accurate sources of information about puberty, adolescent development and sexuality. <b>PD.8.AI.1</b>
8.	Access accurate information about gender identity, gender expression and sexual orientation. <b>ID.8.AI.1</b>
9.	Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted. <b>PS.8.AI.1</b>
10.	Demonstrate communications skills that foster healthy relationships. <b>HR.8.IC.1</b>

11.	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. <b>HR.8.IC.2</b>
12.	Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault. <b>PS.8.IC.1</b>
13.	Develop a plan to stay safe when using social media. <b>HR.8.GS.1</b>
14.	Describe ways to treat others with dignity and respect. <b>PS.8.SM.1</b>
15.	Demonstrate ways they can respond when someone is being bullied or harassed. <b>PS.8.SM.2</b>
16.	Advocate for safe environments that encourage dignified and respectful treatment of everyone. <b>PS.8.ADV.1</b>
17.	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
18.	Students will demonstrate the ability to access valid information, products, and services to enhance health.
19.	Students will demonstrate the ability to use decision-making skills to enhance health.
20.	Students will demonstrate the ability to use goal-setting skills to enhance health.

### **Enhancing Standards:**

1.	Explain the range of gender roles. <b>ID.8.CC.2</b>
2.	Compare and contrast the characteristics of healthy and unhealthy relationships. <b>HR.8.CC.1</b>
3.	Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity. <b>ID.8.INF.1</b>
4.	Analyze the ways in which friends, family, media, society and culture can influence relationships. <b>HR.8.INF.1</b>
5.	Analyze the impact of technology and social media on friendships and relationships. <b>HR.8.INF.2</b>
6.	Describe strategies to use social media safely, legally and respectfully. <b>HR.8.SM.2</b>
7.	Develop a plan to promote dignity and respect for all people in the school community. <b>ID.8.ADV.1</b>
8.	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
9.	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
10.	Students will demonstrate the ability to advocate for personal, family, and community health.