

# 6<sup>th</sup> Grade Health

**Topics:** Family & Community Health, Non-Communicable Disease & Prevention, Alcohol & Tobacco, Reproduction, Growth & Development, Nutrition, Physical Activity, Personal Health

**Instructional Focus One: Students will comprehend concepts related to health promotion and disease prevention to enhance health.** The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This instructional focus includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

*Key- N=National Standard, A= Alaska State Standard, L= Local Standard*

Standard	Objective	Topic	Examples
<b>N.1.8.1</b> Analyze the relationship between healthy behaviors and personal health.	Students will: <ul style="list-style-type: none"> <li>List healthy nutrition behaviors of a balanced diet, good sleep, hygiene, and adequate water intake.</li> <li>Describe F.I.T.T physical activity principle: frequency, intensity, type, time</li> <li>Learn about the male and female reproductive systems.</li> <li>Learn about the physical changes that occur during puberty.</li> </ul>	Nutrition/Physical Activity/Personal Health  Reproduction Growth Development	<ul style="list-style-type: none"> <li>Discuss basic growth and development issues in pubescent youth</li> <li>Describe change in emotional health, physical health, mental health, and relationships</li> <li>Changes in reproductive development</li> <li>MSBSD school nurse will help with the delivery of content</li> </ul>
<b>N.1.8.2</b> Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence	Students will: <ul style="list-style-type: none"> <li>Produce examples of healthy eating and exercise routines for various Alaska seasons.</li> <li>Discuss how Alaskan winters can impact emotions, attitudes, diet, and exercise.</li> </ul>	Nutrition/Physical Activity/Personal Health	<ul style="list-style-type: none"> <li>Describe how emotions affect personal health</li> <li>Seasonal Affect Disorder (SAD)</li> <li>Poor sleep habits</li> <li>Discussion question: Does the lack of involvement affect emotional or social changes?</li> </ul>
<b>N.1.8.3</b> Analyze how the environment affects personal health.	Students will: <ul style="list-style-type: none"> <li>Describe how the quality of water, air, food, and sound exposure can impact their wellbeing.</li> </ul>	Non-Communicable Disease & Prevention	
<b>N.1.8.4</b> Describe how family history can affect personal health.	Students will: <ul style="list-style-type: none"> <li>Recognize how family history and socio-economic status can affect eating habits and physical activity.</li> </ul>	Nutrition/Physical Activity/Personal Health	<ul style="list-style-type: none"> <li>Health choices / personal health</li> <li>Population/demographic disparities</li> <li>Family eating habits</li> <li>Family fitness activity habits</li> </ul>

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<p><b>N.1.8.5</b> Describe ways to reduce or prevent injuries and other adolescent health problems.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Recognize risky situations that may encourage adolescents to use tobacco, alcohol, drugs that lead to trouble and injuries.</li> <li>• Identify trusted adults.</li> <li>• Identify situations that threaten personal safety: sexual abuse and sexual assault</li> <li>• Discuss unwanted touches</li> </ul>	<p>Non-Communicable Disease &amp; Prevention</p>	<ul style="list-style-type: none"> <li>• Apply problem-solving steps to hypothetical situations involving injuries and other adolescent health issues</li> <li>• Peer Pressure</li> <li>• Describe potential responses and strategies to address risky situations</li> <li>• Alaska Safe Children’s Act</li> <li>• Develop refusal skills</li> </ul>
<p><b>N.1.8.6</b> Explain how appropriate healthcare can promote personal health.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Recognize how a positive relationship with a health care provider can improve healthy behaviors.</li> </ul>	<p>Nutrition/Physical Activity/Personal Health</p>	<ul style="list-style-type: none"> <li>• Generate a list of questions to ask your health care provider</li> <li>• Bring in professional health care guest speaker to answer student questions. (i.e., Counselor/Doctor/Dentist, Optometrist)</li> </ul>
<p><b>N.1.8.7</b> Describe the benefits of and barriers to practicing healthy behaviors.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe the benefits and barriers to health, diet, and exercise.</li> </ul>	<p>Nutrition/Physical Activity/Personal Health</p>	<ul style="list-style-type: none"> <li>• Benefits=decrease illness, increase energy</li> <li>• Barriers=time/money/attitude/health</li> <li>• Demonstrate positive health patterns in family</li> <li>• List family health history and describe ways to improve future</li> <li>• Learn about calories and the quality of food you eat</li> <li>• Discuss ways in which you might change your environment to reduce the possibility of becoming overweight or obese</li> </ul>
<p><b>N.1.8.8</b> Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn how alcohol, tobacco, and marijuana affect thinking and decision-making.</li> </ul>	<p>Tobacco &amp; Alcohol</p>	<ul style="list-style-type: none"> <li>• Alcohol inhibits normal decision-making process</li> <li>• Describe how alcohol, cannabis, cigarettes, and vaping can become habit-forming</li> <li>• Research marijuana use in young teens</li> <li>• Judgment of peers</li> </ul>

<p><b>N.1.8.9</b> Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Describe and discuss the harmful effects and consequences of alcohol, nicotine, and marijuana use.</li> </ul>	<p>Tobacco &amp; Alcohol</p>	<ul style="list-style-type: none"> <li>List unhealthy behaviors that could cause illness or injury</li> <li>Heart disease, smoking, alcohol consumption, drug use</li> <li>Identify risk behaviors for substance use/abuse and ways to reduce these risk factors</li> <li>Identify and evaluate sources of information about legal and illegal substances</li> </ul>
<p><b>L</b> Analyze the influence of TV, computer, and video games on physical activity.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>List the pros and cons of technology on daily physical fitness.</li> <li>Analyze the influence social media, cyber-bullying, and technology has on personal health.</li> </ul>	<p>Nutrition/Physical Activity/Personal Health</p>	<ul style="list-style-type: none"> <li>List the pros and cons of using technology for physical activity participation</li> <li>Comprehend the concepts that impact an individual's use or non-use of technology</li> </ul>

**Instructional Focus Three: Students will demonstrate the ability to access valid information, products, and services to enhance health.** Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This instructional focus focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

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Standard	Objective	Topic	Examples
<p><b>N.3.8.1</b> Analyze the validity of health information, products, and services.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Compare and contrast the validity of marketing/advertising techniques on health products.</li> <li>Analyze how media can influence health choices.</li> <li>Develop questions to help differentiate between reputable and non-reputable health services and products.</li> </ul>	<p>Tobacco, Vaping, Cannabis &amp; Alcohol</p>	<ul style="list-style-type: none"> <li>Discuss the CDC fact sheets on <a href="#">Tobacco</a> and <a href="#">Alcohol</a></li> <li>Research local resources for addictions</li> <li>Research the facts on vaping and cannabis</li> </ul>
<p><b>N.3.8.2</b> Access valid health information from home, school, and community.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Define non-communicable diseases using resources from health professionals.</li> <li>Use a decision-making process to make healthy decisions about environmental non-communicable diseases such as anorexia, asthma, and osteoporosis.</li> </ul>	<p>Non-Communicable Disease &amp; Prevention</p>	<ul style="list-style-type: none"> <li>Describe ways to support others in making positive and healthy choices</li> <li>Examine different sources of information and evaluate the validity of each using research from several sources</li> </ul>

<p><b>N.3.8.3</b> Determine the accessibility of products that enhance health.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Compare financial cost of nutritional products that enhance health.</li> <li>• Determine when and why protein bars, protein powders, electrolytes and vitamins are needed.</li> </ul>	<p>Nutrition/Physical Activity/Personal Health</p>	<ul style="list-style-type: none"> <li>• Identify the nutritional value in products such as Gatorade, protein bars, vitamins, energy drinks</li> <li>• Product marketing promotes some things that are not research-based</li> </ul>
<p><b>N.3.8.4</b> Describe situations that may require professional health services.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify scenarios for seeking professional health care.</li> </ul>	<p>Non-Communicable Disease &amp; Prevention</p>	<ul style="list-style-type: none"> <li>• Compare and analyze professional health services benefits</li> </ul>
<p><b>N.3.8.5</b> Locate valid and reliable health products and services.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify and understand nutrition labels.</li> <li>• Evaluate personal food choices based upon the nutrition facts label including serving size, fats, carbohydrates, protein, vitamins, calories, and other ingredients.</li> <li>• Understand how the dietary guidelines for Americans can be used to help make nutritional decisions.</li> <li>• Compare and contrast nutritional information of popular beverages.</li> </ul>	<p>Nutrition/Physical Activity/Personal Health</p>	<ul style="list-style-type: none"> <li>• Small groups examine nutritional labels and calculate total calories per package, percentages regarding serving size, calories, sugar, and fat grams</li> <li>• FDA Teacher Resources: <a href="#">FDA Ingredients, Packaging &amp; Labeling</a></li> </ul>