

Grades 5, 6

Adopted 2012

Health Information, Products and Resources:
Students will access, analyze and evaluate health information, products and resources.

- 1. Analyze family, school, or community resources that can be used to enhance health (e.g. compare/contrast what help different people can give). VP/B, PCD, ME** HE6.1.1
- 2. Analyze family school or community resources that can be used to reduce or avoid health risks. (e.g., DARE officer help with strategies). VP/B, ATOD, G&D** HE6.1.2
- 3. Access appropriate information about health and health risks (e.g. where do you find info about growth and development, ATOD, or nutrition). G&D, ATOD, NUT** HE6.1.3
- 4. Explain how products can enhance personal health (e.g. deodorant, toothpaste, etc.). NUT, PH, ME (Related to self-esteem)** HE6.1.4
- 5. Explain how products can reduce health risks. PH, PCD, IP/S** HE6.1.5

Problem Solving and Decision Making:
Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.

- 1. Differentiate between situations when a health-related decision can be made individually or when assistance is needed. ATOD, IP/S, ME** HE6.2.1
- 2. Determine when health-related situations require the application of a thoughtful decision-making process. IP/S, VP/B, ATOD** HE6.2.2
- 3. Explain the steps of a decision-making process to enhance health or reduce health risk. ATOD, IP/S, ME** HE6.2.3
- 4. Analyze potential short-term impact of each alternative on self and others when making a health related decision (e.g., if I intervene in bullying situation and I get beat up, I may be get a black eye but I may prevent the victim from getting badly hurt). ATOD, IP/S, VP/B** HE6.2.4
- 5. Explain how family and peers can influence decisions students make about health practices and risk behaviors. ME, ATOD, VP/B** HE6.2.5
- 6. Analyze healthy options to health-related issues or problems (e.g., compare and contrast extracurricular physical activity programs offered at elementary schools in the community). PA, NUT, CEH** HE6.2.6

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6. Apply a systematic process to examine familiar health-related issues or problems (e.g., identify problem, collect information, analyze data, draw conclusions, make simple recommendations). NUT, PA, VP/B HE6.2.6
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Effective Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.

1. Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others). VP/B, ATOD, FAM HE6.3.1
 2. Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask of help to enhance personal health or reduce risks). VP/B, ATOD, CEH HE6.3.2
 3. Analyze refusal strategies for potential effectiveness. VP/B, IP/S, ATOD HE6.3.3
 4. Describe barriers to effective communication about health. ME, G&D, PCD HE6.3.4
 5. Demonstrate the ability to use listening skills for specific health purposes (e.g., asking questions to gather information and/or obtain instructions, make connections, ask clarifying questions). ATOD, IP/S, G&D HE6.3.5
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Personal and Social Responsibility: Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.

1. Demonstrate an understanding of behaviors that improve or maintain personal health. G&D, IP/S, ME HE6.4.1
2. Demonstrate an understanding of behaviors to avoid or reduce health risks. ATOD, IP/S, VP/B HE6.4.2
3. Demonstrate an understanding of behaviors that prevent the spread of disease. PCD, CEH, PH HE6.4.3
4. Analyze factors that create stress or motivate successful performance. ME HE6.4.4
5. Analyze age appropriate factors that create good stress and bad stress. ME, ATOD, PA HE6.4.5
6. Demonstrate the ability to apply strategies to manage bad stress and use good stress to motivate successful performance (e.g. getting sufficient sleep). PA, NUT, PH HE6.4.6
6. Use multiple criteria to set short-term personal health goals (e.g., Specific, Measurable, Action oriented, Realistic, Timely). PA, NUT, PH HE6.4.6
7. Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved (e.g., the goal to be physically active for 30 minutes every day was not achieved because of snowy weather and no community facility was available for exercise). PA, NUT, PH HE6.4.7
8. Explain how individual, social and cultural differences may increase vulnerability to bullying and identify ways to address it. VP/B, ME HE6.4.8

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- 9. Define various types of bullying and the roles of the aggressor and bystanders in bullying situations. (e.g., physical aggression, social/relational aggression, intimidation, verbal aggression, written aggression, cyber bullying, hazing, etc.).**
VP/B, CEH, ME **HE6.4.9**