

Sixth Grade Health Pacing Guide

2016-2017

1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
<p><u>Essential Health Concepts</u> 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. j) Identify and interpret nonverbal cues. k) Describe the possible effects of bullying, to include the increased risk for harm and violence when bullying aggression persists. l) Explain methods to reduce conflict, harassment, and violence.</p> <p><u>Healthy Decisions</u> 6.2 The student will describe the influence of family, peers, and media on personal health decisions. e) Describe how screen time affects physical and social health. l) Recognize the importance of family, peers, and the media in preventing bullying. m) Analyze the role of emotions in safe behaviors and violent behaviors, and the importance of effective conflict resolution skills. o) Explain the importance of understanding the feelings and perspectives of others. p) Identify internal factors, such as criticism or stress, which influence emotional and social health.</p>	<p><u>Essential Health Concepts</u> 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. a) Identify and describe the major structures and functions of the urinary system (kidneys, ureters, bladder, and urethra) and strategies to promote renal health. d) Assess the effects of communicable and noncommunicable diseases on the functions of the body. e) Differentiate between proper use and misuse of prescription and nonprescription medications. f) Evaluate refusal strategies related to alcohol, tobacco, and other drug use. g) Determine the effects of environmental influences on personal health. m) Explain the myths and facts about gangs and gang-related behaviors. n) Analyze the relationship between self-image and gang-related behaviors. o) Recognize the importance of significant friends or adult mentors. p) Identify personal characteristics that can contribute to happiness for self and others (e.g., selfdiscipline, positive self-image, independence, acceptance of others, concern for the needs of individuals with disabilities, honesty, respect for self and others, avoidance of self-harming behaviors).</p>	<p><u>Essential Health Concepts</u> 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. b) Analyze the recommended daily intake of macronutrients (carbohydrates, fat, and protein) for adolescent males and females. c) Compare the intake of nutrients and metabolism. h) Create strategies to prevent injuries, to include safety habits in vehicles, on the Internet, and in public areas, and using protective gear. i) Describe basic first aid and emergency procedures for treatment of sunburn and injuries to the head, teeth, and eyes. r) Research the impact of air quality on body function during moderate and vigorous physical activity.</p> <p><u>Healthy Decisions</u> 6.2 The student will describe the influence of family, peers, and media on personal health decisions. a) Analyze the benefits of following recommended daily allowances for macronutrients when selecting beverages and planning meals and snacks. b) Recognize how family, peers, and culture affect food and physical activity choices, as well as choices about bedtime and how long to sleep.</p>	

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<p><u>Advocacy and Health Promotion</u> 6.3 The student will develop personal strategies and skills for personal, social, and community health. f) Identify strategies to reduce illness and injury at home and at school. l) Create a plan to prevent and manage stress. m) Demonstrate ways to show respect for individual differences, opinions, and beliefs. n) Set personal boundaries for privacy, safety, and expression of emotions and opinions. o) Assess positive and negative responses to criticism. p) Evaluate a plan to prevent or manage the effects of bullying. q) Practice ways to resolve conflict nonviolently.</p>	<p>q) Analyze the factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).</p> <p><u>Healthy Decisions</u> 6.2 The student will describe the influence of family, peers, and media on personal health decisions. c) Evaluate the influence of the media and marketing techniques on prescription and nonprescription medication choices. d) Identify the benefits of a tobacco-free environment. f) Analyze the role of self and others in avoiding risk-taking behaviors. g) Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury. h) Analyze family and peer pressure as influences on the use and nonuse of alcohol, tobacco, inhalants, and other drugs. j) Explain the importance of friends or adult mentors in avoiding gang involvement. k) Identify external influences that affect personal health choices. n) Describe how culture, media, and other external factors influence perceptions about body image and gender roles.</p>	<p>i) Use a decision-making process to determine when medical assistance is needed.</p> <p><u>Advocacy and Health Promotion</u> 6.3 The student will develop personal strategies and skills for personal, social, and community health. a) Create a one-day plan for meals, snacks, and beverages that includes the daily recommended macronutrients. b) Assess personal and family wellness related to nutrition, physical activity, and sleep choices. c) Monitor personal progress toward a physical activity, nutrition, and sleep goal. d) Analyze the influence of media on issues related to body image and weight management. e) Develop strategies to prevent chronic disease. h) Determine strategies to protect against the harmful effects of the sun. j) Analyze the reliability of health information. k) Recognize the persuasive tactics used by various types of media. t) Encourage others to minimize pollution in the environment. u) Create and monitor progress toward a goal to protect the environment.</p>	

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	<p><u>Advocacy and Health Promotion</u></p> <p>6.3 The student will develop personal strategies and skills for personal, social, and community health.</p> <p>g) Develop a plan to remain injury free that includes avoiding risk-taking behaviors and using protective gear.</p> <p>i) Recognize the effects of peer pressure.</p> <p>r) Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs.</p> <p>s) Identify the relationships among personal actions, self-image, and personal success.</p>		