

Health Education - Next Generation Sunshine State Standards

Sixth Grade – Health Literacy: Concepts

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.6.C.1.1 Identify the effects of healthy and unhealthy behaviors on personal health.	portion control and weight management, lack of sleep and general health, managing conflict and relationships with siblings and peers.
HE.6.C.1.2 Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.	nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, hunger/solving problems.
HE.6.C.1.3 Identify environmental factors that affect personal health.	air quality, availability of sidewalks, contaminated food.
HE.6.C.1.4 Recognize how heredity can affect personal health.	physical appearance, gender, race.
HE.6.C.1.5 Identify health problems and concerns common to adolescents including reproductive development.	acne, eating disorders, suicide/depression, puberty.
HE.6.C.1.6 Examine how appropriate health care can promote personal health.	orthodontia, substance abuse counseling, hearing screening.
HE.6.C.1.7 Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.	obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, STD's caused from sexual activity.
HE.6.C.1.8 Explain how body systems are impacted by hereditary factors and infectious agents.	cystic fibrosis affects respiratory and digestive systems, sickle cell anemia affects the circulatory system, influenza affects the respiratory system.
Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.6.C.2.1 Examine how family influences the health of adolescents.	family controls media viewing, consistent family rules, how family disagreements are settled.
HE.6.C.2.2 Examine how peers influence the health of adolescents.	conflict resolution skills, reproductive health misinformation, negotiation skills, spreading rumors
HE.6.C.2.3 Identify health information conveyed to students by the school and community.	first aid education program, refusal skills practice, healthy body composition: BMI.
HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention.	fitness reports for students, school zone speeding laws, school district wellness policies.
HE.6.C.2.5 Examine how media influences peer and community health behaviors.	derogatory lyrics in music, anti-drug PSAs, sport beverage commercials.
HE.6.C.2.6 Propose ways that technology can influence peer and community health behaviors.	Internet social networking sites, heart rate monitors, cross-walk signals.
HE.6.C.2.7 Predict the short- and long-term consequences of engaging in health risk behaviors.	driving under the influence, lack of exercise, poor diet.
HE.6.C.2.8 Determine how social norms may impact healthy and unhealthy behavior.	inhalant use, seat belt use, walking/biking vs. riding in a vehicle to a close by location.

Health Education instruction should be age and developmentally-appropriate and address the following topic areas:

- Alcohol, Tobacco, and Other Drugs prevention
- Disease Prevention
- Effective Communication
- Environmental Health
- Healthy Eating
- Healthy Relationships
- Personal Health Practices
- Physical Activity
- Physical Health/Growth and Development
- Safety Practices and Injury Prevention
- Social, Mental, and Emotional Health
- Violence/Bullying Prevention

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Sixth Grade – Health Literacy: Concepts Cont.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.6.C.2.9 Investigate cultural changes related to health beliefs and behaviors.	school breakfast programs, fast food menus, nutritional guidelines for snack machines, fitness programs.
HE.6.C.2.10 Explain the influence of personal values and beliefs on individual health practices and behaviors.	participating in sports, use of over-the-counter drugs, seat belt use.

Sixth Grade – Health Literacy: Behavior

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.6.B.1.1 Examine the validity of health information, products, and services.	advertisements, Internet, infomercials, articles, flyers.
HE.6.B.1.2 Describe valid health information from home, school, and community.	labels, brochures, government approved.
HE.6.B.1.3 Examine the accessibility of products and services that enhance health.	location, cost, age requirement, transportation availability and restrictions.
HE.6.B.1.4 Describe situations when professional health services may be required.	injuries, influenza, depression, substance use and abuse, child abuse, domestic violence.
HE.6.B.1.5 Determine valid and reliable health products and services.	nutrition labels, expiration dates, directions for use, credentials and licensing.
HE.6.B.1.6 Determine the cost of health products and services in order to assess value.	generic vs. name brand, individual fitness plan vs. gym membership, private lessons vs. recreational play.
HE.6.B.1.7 Investigate a variety of technologies to gather health information.	computers, thermometer, blood pressure cuffs, cell phone, television, audio books.
Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.6.B.2.1 Determine strategies to improve effective verbal and nonverbal communication skills to enhance health	role plays, short stories, open-ended scenarios.
HE.6.B.2.2 Practice refusal skills and negotiation skills to reduce health risks.	assertive, compromise, I-messages.
HE.6.B.2.3 Demonstrate effective conflict management and/or resolution strategies.	talk to adult, anger management, conflict mediation.
HE.6.B.2.4 Compile ways to ask for assistance to enhance the health of self and others.	verbalize, write, ask others for help. verbalize, write, ask others for help

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Sixth Grade – Health Literacy: Behavior Cont.

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.6.B.3.1 Investigate health-related situations that require the application of a thoughtful decision-making process.	peer pressure, exposure to unsupervised firearm, tobacco use.
HE.6.B.3.2 Investigate circumstances that can help or hinder healthy decision-making.	peer pressure, refusal skills, knowledge/information, health-care access, family eating habits.
HE.6.B.3.3 Discriminate between the need for individual or collaborative decision-making.	peer pressure to smoke, consider the severity of the situation, consider personal skills and abilities.
HE.6.B.3.4 Investigate healthy and unhealthy alternatives to health-related issues or problems.	being sick, lack of community health center, conflict.
HE.6.B.3.5 Specify the potential outcomes of each option when making a health-related decision.	physical, social, emotional, financial, and legal consequences; emergency preparedness.
HE.6.B.3.6 Choose healthy alternatives over unhealthy alternatives when making a decision.	not smoking, limit sedentary activity, practice good character.
HE.6.B.3.7 Assess the outcomes of a health-related decision.	refusal to smoke, healthy peer relationships, injury risk reduction.
Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.6.B.4.1 Use various methods to measure personal health status.	BMI, surveys, heart rate monitors, pedometer, blood pressure cuff.
HE.6.B.4.2 Develop an individual goal to adopt, maintain, or improve a personal health practice.	physical activity, eating habits, safety habits, computer use/safety, bullying prevention skills, personal hygiene.
HE.6.B.4.3 Determine strategies and skills needed to attain a personal health goal.	journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, injury prevention measures.
HE.6.B.4.4 Monitor progress toward attaining a personal health goal.	checklist, diary, log, computer software and Web sites.

Sixth Grade – Health Literacy: Promotions

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behavior, and avoidance or reduction of health risks for oneself.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.6.P.1.1 Explain the importance of assuming responsibility for personal health behaviors.	medical/dental checkups, resist peer pressure, healthy relationships.
HE.6.P.1.2 Demonstrate healthy practices and behaviors that will maintain or improve personal health.	hygiene, healthy relationship skills, sleep.
HE.6.P.1.3 Examine a variety of behaviors that avoid or reduce health risks.	fitness, inhalant refusal, Internet safety.

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Sixth Grade – Health Literacy: Promotions Cont.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.6.P.2.1 State a health-enhancing position on a topic and support it with accurate information.	tobacco laws, zero tolerance policies, drinking laws.
HE.6.P.2.2 Practice how to influence and support others when making positive health choices.	encourage others to read food labels, promote physical activity, encourage practice of universal precautions.
HE.6.P.2.3 Work cooperatively to advocate for healthy individuals, families, and schools.	media campaigns, posters, skits.
HE.6.P.2.4 Identify ways health messages and communication techniques can be targeted for different audiences.	surveys, advertisements, music, clothing.

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