

Grade Six Health

Description The Appleton Area School District Elementary Health Program promotes the development and maintenance of a healthy lifestyle. Quality health education motivates individuals to take responsibility for protecting, maintaining, and improving their health. It encourages the individual to access and analyze health information and to assume responsibility for the promotion of well-being and the prevention of disease and disability.

Minutes Per Week 90 minutes (Health/Guidance/AODA)

Textbooks NA

Required Assessments

Board Approved July, 2001

Revised June, 2017

AASD Health Goals for K-12 Students

- *Students will comprehend concepts related to health promotion and disease prevention to enhance health.*
- *Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*
- *Students will demonstrate the ability to access valid health information and products and services to enhance health.*
- *Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.*
- *Students will demonstrate the ability to use decision-making skills to enhance health.*
- *Students will demonstrate the ability to use goal-setting skills to enhance health.*
- *Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*
- *Students will demonstrate the ability to advocate for personal, family, and community health.*

AASD Health Standards

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| I. Analyzing Influences | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| II. Accessing Valid Information | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| III. Interpersonal Communication | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| IV. Decision Making | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| V. Goal Setting | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |

VI. Self-Management

Core Content Domains:

- A. Nutritional and Physical Activity
- B. Growth, Development, and Sexual Health
- C. Injury Prevention and Safety
- D. Alcohol, Tobacco and Other Drugs
- E. Mental, Emotional and Social Health
- F. Personal and Community Health

VII. Advocacy

Core Content Domains:

- A. Nutritional and Physical Activity
- B. Growth, Development, and Sexual Health
- C. Injury Prevention and Safety
- D. Alcohol, Tobacco and Other Drugs
- E. Mental, Emotional and Social Health
- F. Personal and Community Health

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>1. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>B1. Discuss how emotions change during adolescence</p> <p>B2. Analyzes how media portrays preadolescent and adolescent role in families, with peers, and how this portrayal affects choices.</p> <p>C1. Analyze the role of self and others in causing or preventing injuries</p> <p>C2. Analyze influences on both safe and violent behaviors</p> <p>C3. Analyze personal behaviors that may lead to injuries or cause harm</p> <p>D1. Describe internal influences that affect the use of ATOD</p> <p>D2. Analyze how impaired judgment and other effects of using alcohol or drugs impact personal safety, relationships with friends and families, school success, and attainment of personal goals</p> <p>D3. Explain how culture and media influence the use of ATOD under each Skill Standards column from</p> <p>E1. Analyze the external and internal influences on mental, emotional, and social health</p> <p>E2. Summarize feelings and emotions associated with loss and grief</p>	<p>Unit Assessment</p>
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health</p>		
<p>2. Students will demonstrate the ability to access valid health information and products and services to enhance health.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Identify rules and laws intended to prevent injuries (Shaken Baby)</p> <p>A2. Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet</p> <p>B1. Demonstrates how to access accurate information regarding puberty.</p> <p>C1. Explain methods to reduce conflict, harassment, and violence</p> <p>C2. Discuss safety issues related to Internet usage</p> <p>C3. Describe how the presence of weapons increases the risk of</p>	<p>Unit Assessment</p>

	<p>serious violent injuries</p> <p>D1. Identify sources of valid information regarding ATOD</p> <p>D2. Explain short and long term effects of alcohol, nicotine, inhalant, and other drug use</p> <p>D3. Differentiate between the use and misuse of prescription and nonprescription medicines etc.</p> <p>D4. Explain the stages of drug dependence and addiction and the effects of drugs on the adolescent brain</p> <p>E1. Identify sources of valid information and services for getting help</p> <p>E2. Discuss the importance of getting help from a trusted adult</p> <p>E3. Describe the signs, causes and health effects of stress, loss and depression</p> <p>E4. Explain why getting help for mental, emotional, and social health problems is appropriate and necessary</p> <p>E5. Describe the importance of being empathetic to individual differences, including people with disabilities</p> <p>E6. Discuss the harmful effects of violent behaviors</p>	
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		
Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>3. Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>B1. Practice effective communications skills to prevent and avoid risky situations</p> <p>C1. Explain the importance of immediately reporting a weapon that is found or is in the possession of peers</p> <p>D1. Use effective verbal communication skills to avoid situations where ATOD are being used</p> <p>D2. Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use ATOD</p> <p>E1. Practice asking for help from trusted adults</p> <p>E2. Describe how prejudice, discrimination, and bias can lead to violence</p> <p>D3. Demonstrate ways to communicate respect for diversity</p> <p>E4. Demonstrate the ability to use steps for conflict resolution</p>	<p>Unit Assessment</p>

<p>Above objective aligned with AASD Content Domain(s): Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		
Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>4. Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Performance will be satisfactory when the student is able to: C1. Use a decision making process to determine a safe course of action in risky situations C2. Use a decision making process to determine appropriate strategies for responding to bullying and harassment C3. Describe hazards related to sun, water, and ice D1. Analyze how decisions to use ATOD will affect relationships with friends and family D2. Analyze the kinds of situations involving ATOD for which help from an adult should be requested D3. Analyze the legal, emotional, social, and health consequences of using ATOD D4. Identify positive alternatives to alcohol, nicotine, and other drug use D5. Identify the benefits of a nicotine-free environment E1. Describe situations for which someone should seek help with stress, loss, and depression E2. Compare and contrast being angry and angry behavior, and discuss the consequences</p>	<p>Unit Assessment</p>
<p>Above objective aligned with AASD Content Domain(s): Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		
<p>5. Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>Performance will be satisfactory when the student is able to: B1. Develop a plan to practice personal hygiene C1. Develop a personal plan to remain safe and injury-free D1. Develop personal goals to remain drug-free E1. Make a plan to prevent and manage stress E2. Describe how personal goals can be affected if violence is used to solve problems</p>	<p>Unit Assessment</p>

	E3. Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions	
Above objective aligned with AASD Content Domain(s): Growth, Development, and Sexual Health; Injury Prevention and Safety; Mental, Emotional and Social Health; Personal and Community Health		
Essential Learning Objectives	Performance Indicators	Classroom Assessments
6. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	C1. Practice ways to resolve conflicts nonviolently C2. Practice safe use of technology C3. Practice first aid procedures D1. Practice positive alternatives to using ATOD D2. Identify the effects of ATOD on physical activity and performance E1. Carry out personal and social responsibilities appropriately E2. Practice strategies to manage stress E3. Practice appropriate ways to respect and include others who are different from oneself E4. Demonstrate self-control when angry E5. Describe the importance of being aware of one's emotions	Unit Assessment
Above objective aligned with AASD Content Domain(s): Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health		
7. Students will demonstrate the ability to advocate for personal, family, and community health.	Performance will be satisfactory when the student is able to: C1. Encourage others to practice safe behaviors D1. Practice effective persuasion skills for encouraging others not to use ATOD D2. Explain the dangers of secondhand smoke E1. Encourage a school environment that is respectful of individual differences	Unit Assessment
Above objective aligned with AASD Content Domain(s): Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health		

[Seven Major Health Skills Flyer](#)