

<p style="text-align: center;"><b>GRADE 6</b> <i>Overview of the Health Standards</i></p>
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A health education program for students in grades three through six, involves students, school staff, families, and the community in working together to promote good health, prevent health problems when possible, and address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthy choices and lifelong good health. The health education standards address four unifying ideas for health literacy.

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**I. ACCEPTANCE OF PERSONAL RESPONSIBILITY  
FOR LIFELONG HEALTH**

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**II. RESPECT FOR AND PROMOTION OF  
HEALTH OF OTHERS**

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**III. AN UNDERSTANDING OF THE PROCESS OF  
GROWTH AND DEVELOPMENT**

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**IV. INFORMED USE OF HEALTH-RELATED  
INFORMATION, PRODUCTS, AND SERVICES**

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**GRADE 6**  
***Health Standards and Benchmark Proficiencies***

**I. ACCEPTANCE OF PERSONAL RESPONSIBILITY FOR LIFELONG HEALTH**

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***I-A: Students in GRADE 6 will understand and demonstrate ways in which they can enhance and maintain their own health and well-being.***

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ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-A-1		Evaluate the benefits of good personal health habits.				
I-A-2		Describe sources and roles of nutrients in food.				
I-A-3		Set personal fitness goals.				
I-A-4		Identify ways to deal with stress.				
I-A-5		Develop coping strategies to enhance mental health.				

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***I-B: Students in GRADE 6 will understand and demonstrate ways to prevent disease and speed recovery from illness.***

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ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-B-1		Describe the process of disease transmission and infection, including HIV and other STDs.				
I-B-2		Describe how good health habits can affect disease and recovery.				

***I-C: Students in GRADE 6 will understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that help to protect their health.***

ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-C-1		React appropriately to potentially dangerous situations.				
I-C-2		Demonstrate how peers can help one another avoid and cope with potentially dangerous situations in healthful ways.				
I-C-3		Describe the physiological and psychological effects of drugs, alcohol, and tobacco.				

## II. RESPECT FOR AND PROMOTION OF HEALTH OF OTHERS

***II-A: Students in GRADE 6 will know how to play a positive, active role in promoting the health of their families.***

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
II-A-1		Identify skills needed to be a responsible family member.				
II-A-2		Demonstrate ways to support positive family interactions.				



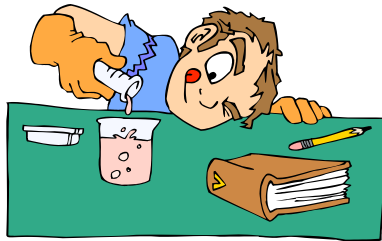
***II-B: Students in GRADE 6 will know how to promote positive health practices within the school and community, including positive relationships with peers.***

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
II-B-1		Identify characteristics and consequences of both positive and negative friendships.				
II-B-2		Locate and interview a community resource that promotes health.				
II-B-3		Recognize the ways in which the environment can affect health.				
II-B-4		Participate in a communitywide environmental project.				
II-B-5		Demonstrate positive ways to resolve conflicts.				

### III. AN UNDERSTANDING OF THE PROCESS OF GROWTH AND DEVELOPMENT

***III-A: Students in GRADE 6 will understand the variety of physical, mental, emotional, and social changes that occur throughout life.***

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
III-A-1		Recognize the physical changes that occur during adolescence, including emerging sexuality.				
III-A-2		Identify the structure of male and female reproductive parts and use correct terminology.				
III-A-3		Understand the impact of tobacco, alcohol, and other substance abuse on the developing fetus during pregnancy.				
III-B-1		Understand the difference between physical development and emotional maturity.				



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***III-B: Students in GRADE 6 will understand individual differences in growth and development.***

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ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
III-B-2		Understand the rate of change during puberty varies with each individual.				
III-B-3		Participate in activities that promote a realistic body image.				
III-B-4		Student groups will present to the whole class information on specific health topics and how they affect body image (e.g. eating disorders, steroids use, exercise/fitness, and skin care).				

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***III-C: Students in GRADE 6 will understand his or her developing sexuality, the benefits of abstinence from sexual activity, and how to be respectful of the sexuality of others.***

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ST/C.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
III-C-1		Identify appropriate ways to show affection.				
III-C-2		Recognize that abstinence from sexual activity is the healthiest choice for young people.				
III-C-3		Understand the difference between sexual activity and sexuality.				
III-C-4		Understand how to be respectful of the sexuality of others, including personal and social characteristics of sexual harassment.				



## IV. INFORMED USE OF HEALTH-RELATED INFORMATION, PRODUCTS, AND SERVICES

***IV-A: Students in GRADE 5 will know how to identify products, services, and information that may be helpful or harmful to their health.***

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
IV-A-1		Distinguish health concerns that they can manage on their own from those that require professional care.				
IV-A-2		Use a product label to determine whether the product is helpful or harmful to their health.				
IV-A-3		Identify services and resources that may be beneficial to their health.				

