

Helena Public Schools
Grade 6
Health Educator
Health and Wellness

Health Maintenance & Enhancement

Health Educator

- Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
- Identify body changes during puberty & proper hygiene practices (for example but not limited to: acne)
- Recognize the role of physical activity in preventing life style diseases
- Know what abstinence means and the significance of saying no
- Identify & demonstrate proper hand washing techniques & respiratory hygiene
- Describe how personal health is enhanced by behaviors
- Identify the range of health needs during adolescence
- Participate in activities with goals for personal success
- Understand how food provides energy for physical & mental activity
- Name key nutrients, and their sources in the diet
- Analyze ingredient list on food labels for understanding of sequence
- Explore the food pyramid and Dietary Guidelines, emphasizing variety, balance and moderation
- Compare & contrast the effects of nutrient-dense & empty-calorie foods on the body
- Understand the negative effects of sweetened beverages in the diet
- Acquaint with community and school resources for an inadequate food supply: the summer feeding program, the school breakfast program, food stamps, and the food pantry
- Understand the importance of eating at a table, away from a TV or computer
- Describe a healthy breakfast or lunch, and state how one would be prepared
- Is introduced to mypyramid.gov or eatfit.net
- Design a simple menu to provide the body with long-lasting energy for thinking & physical activity
- Recognize origins of food supply, personal responsibility for food selection, community gardening
- Understand when to ask an adult for help with body image issues
- Understand that healthy students come in many shapes and sizes
- Begin to recognize the signs of an eating disorder or unhealthy directing
- Identify proper portion size in each food group
- Understand that eating healthy & being active will help maintain a healthy body composition
- Identify symptoms, causes and prevention of illnesses related to food-borne illness
- Experience & identify opportunities for regular participation in physical activity
- Analyze the importance of safety rules & procedures on a positive school climate
- Demonstrate self-directed behavior without external rewards
- Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting, sexting and is against the law
- Recognize that sexual abuse happens, even though many people do not want to talk about it and is most often committed by someone that the child knows
- Understand that chatting and meeting people online can be unsafe
- Understand how a child experiencing unwanted or uncomfortable touching, should tell a trusted adult
- Know that when people are sexually abused they can have many conflicting emotions
- Understand discrimination is illegal and has negative consequences for the individual, family, community, & society
- Apply & assess conflict / mediation strategies to a variety of conflict situations
- Evaluate current assets (positive influences in one's life) & determine ways to enhance those qualities

Youth Connections provides Professional Development for:

- Recognize that fads, quackery, & advertising can influence health behaviors & practices
- Understand that the media usually does not portray sexuality and relationships realistically
- List rights that consumers have to protect themselves from false health claims: (1) right to safety (2) right to be informed (3) right to be heard (4) right to have problems corrected (5) right to consumer education
- Recognize that the Internet can provide information & support about a variety of topics & problems, some sites may be inaccurate and/or biased

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Reach Out Helena (Volunteer Program) support the following:

- Recognize how the collaboration efforts of individuals, communities, & government affect the health of a community (i.e., recycling effort and pollution centers)
- Identify & explore health-related careers

MBI/Mentors in Violence/Project Success support the following:

- Recognize that life management skills (i.e., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, & conflict resolution) can be applied to personal situations that adolescents encounter
- Demonstrate four appropriate ways to manage stress
- Describe and demonstrate positive stress management skills to reduce stress-related problems

Functions & Interrelationships of Systems

Health Educator

- Distinguish between the CNS & PNS (Central Nervous System & Peripheral Nervous System)
- Identify the different learning styles
- Identify central nervous system components
- Explain ways in which the muscular & other body systems work together
- Differentiate among the types of joints in the skeletal system (i.e., ball & socket, hinge, gliding, pivot, moveable & immovable)
- Identify the major components & functions of the integumentary system (i.e., skin, hair, nails)
- Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise, tanning, tattooing, piercing)
- Analyze how aerobic exercise impacts an individual physically, mentally, & emotionally
- Illustrate air flow through the respiratory system & its relationship to the circulatory system
- Identify common problems, symptoms, & treatment of respiratory disorders (i.e., asthma, bronchitis, emphysema)
- Identify the major components & functions of the digestive system (i.e., mouth, esophagus, stomach, small intestine, large intestine)
- Explain ways in which the urinary/ excretory works with other body systems
- Recognize the purpose of the endocrine system
- Explain how the endocrine system works
- Identify & describe the basic structure & function of the male & female reproductive system
- Understand that the union of sperm and egg is called fertilization. The fetus develops during pregnancy with a 40-week cycle that ends with birth
- Identify the functions of the lymphatic system (i.e., recognize & destroy invading pathogens, immunity)
- Identify the major components (i.e., lymph nodes, lymph vessels, tonsils, thymus, spleen)
- Differentiate between negative & positive peer pressure & discuss refusal techniques
- Understand that friends can influence each other both positively & negatively
- Establish that love is not the same as sexual involvement or attraction although it can happen at the same time
- Understand that marriage is considered a commitment by two people to love, help, and support one another
- Each state has laws that define marriage. In Montana, marriage is between a man and woman. Other states allow marriage between adults of the same gender
- Investigate how values influence a person's most important decisions about friends, sexual relationships, family, education, work, & money
- Emphasize that no one has the right to impose their values on others
- Acknowledge that boys & girls get messages early in their life about how they are supposed to act, date, & sexual behaviors
- Acknowledge attitudes and values about proper behavior for men & women differ among families, cultures, & individuals
- Recognize that acceptance of gender role stereotypes can limit a person's life
- Recognize that the way a person expresses gender does not necessarily have anything to do with whether that person is heterosexual, gay, lesbian, or bisexual
- Understand that laws protect young women & men's rights to participate equally in life
- Know that certain laws & rules protect women's & men's rights
- Analyze the duties & responsibilities needed to be a contributing member of a social community (i.e., school, church, neighborhood, Girl/Boy Scouts, service)

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- Recognize the positive affect of community service
- Model healthy communication skills through exchange of information, questions, & ideas while recognizing the perspective of others
- Identify a variety of feelings & situations that may require adult assistance
- Respect the rights & feelings of others
- Demonstrate peaceful conflict resolution
- Understand that communication may be improved by: listening well; making eye contact; stating feelings; using messages that start with "I" to indicate that the person is speaking for him/herself; trying to understand the other person(s); offering possible solutions to problems; giving positive nonverbal messages such as a smile or touch; asking for clarification
- Compare and contrast signs and symptoms of mental illness
- Understand the consequences of untreated mental illness
- The first line and most effective treatment for serious mental illnesses like schizophrenia and bipolar disorder is medication, with some benefit coming from psychosocial therapeutic interventions. People who get plenty of exercise and lead highly healthy life styles can still have serious mental illness
- Understand abstinence from sexual activity is a healthy choice and is the only 100% effective way to avoid pregnancy & STI/HIV
- Understand that sexual abstinence means choosing not to engage in sexual activities
- Understand the risks associated with sexual activity
- Understand asking questions to a parent, trusted adult, teacher, or counselor is usually a wise decision
- Understand gender identity is different from sexual orientation
- Understand teenagers who decide to engage in sexual activity should consider the risk associated with pregnancy & STI/HIV prevention
- Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, taunting, or sexting and is against the law
- Understand sexual orientation refers to a person's physical and/or romantic attraction to an individual of the same and/or different gender
- Understand the media usually does not portray sexuality realistically
- Understand some young people face difficult decisions about sexuality, including whether to have a sexual relationship & the limits of the relationship

Project Success support the following:

- Evaluate ideas & perspectives regarding the influence that family, friends, & culture have on health choices & behaviors during adolescence
- Describe how to constructively manage feelings caused by disappointment, stress, separation or loss
- Identify the social benefits of exercise including self-esteem, building relationships, cooperation, communication, refusal skills, as they relate to healthy living
- Accepts & expresses feelings in a socially acceptable manner
- Identify resources available in school and community
- Understand alcohol & other drugs often interfere with clear, effective decision-making as it pertains to sexual behaviors

Mentors in Violence support the following:

- Identify the differences between healthy & unhealthy relationships

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Risk Assessment & Reduction

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- Describe the effects of positive lifestyle behaviors on the occurrence of disease (i.e., sunscreen, physical activity, diet, sleep, stress management)
- Identify the stages of disease progression (i.e., incubation)
- Set personal goals that reinforce healthy self-care behaviors (i.e., hand washing, water drinking, sleep, eating healthy foods)
- Analyze information about the transmission & prevention of communicable diseases
- Define STI & recognize transmissions (gonorrhea, syphilis, HIV infection, Chlamydia, genital warts and herpes)
- Understand abstinence from sexual activity is the only 100% effective way to avoid STIs
- Understand anyone can get STIs by exchanging bodily fluids orally, vaginally, or anally
- Understand barrier methods of contraception can reduce but not prevent sexually transmitted infections
- Identify behaviors that could enhance STI transmission & strategies to prevent infection
- Describe how STIs affect the body
- Know when to use universal precautions
- Explain & discuss the relationship between HIV & AIDS
- Understand that HIV is not spread by casual, social, or family contact, by insects, or by donating blood
- Discuss problems in daily living that may contribute to self-destructive behaviors & strategies to cope with these behaviors
- Demonstrate internet, phone and text etiquette
- Recognize basic first aid techniques that help save lives, reduce the severity of an injury & enhance recovery
- Apply concepts about weather safety (recognize & attend to changing conditions), exercise precautions during activities, & follow appropriate safety rules & use of equipment
- Investigate the community agencies that provide water safety courses
- Describe the short & long-term effects of performance enhancing drugs
- Differentiate between over the counter (OTC) & prescription drugs, their purpose, precautions & guidelines for use
- Classify drugs based on their effect on the body (i.e., stimulant, depressant, hallucinogen, narcotic)
- Differentiate among various types of drugs & their effect upon the body including the following: how the drug enters the body; how the drug interacts with body chemistry
- Present different opinions & arguments about the effects of tobacco, alcohol and other drugs on individuals, family, & society
- Define climate change & its effects on the health of individuals worldwide
- Develop ways to promote recycling, reducing waste, & reusing items to prevent pollution that damages the environment, disrupts ecosystems, & affects one's personal health