

HCPSS Health Education
Level - Middle
Grade 6 Course Indicators/Objectives

Unit - Disease Prevention & Healthy Eating

- Identify the benefits of general health practices for promoting wellness and preventing disease to include basic hygiene and handwashing, sleep, exercise, hydration, and balanced food choices.
- Explain the difference between infectious and noninfectious diseases.
- Explain the factors that contribute to chronic diseases including cancer, cardiovascular disease, and diabetes.
- Identify preventive factors for chronic diseases.
- Summarize actions to take to protect oneself against potential damage from exposure to the sun.
- Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium.
- Summarize the benefits of consuming plenty of fruits, vegetables, and whole grains and water.
- Summarize a variety of nutritious food choices for each food group.
- Describe the U.S. Dietary Guidelines for Americans.
- Explain why the recommended amount of food and food group portions vary by individual.
- Summarize a variety of nutritious food choices for each food group.
- Summarize the benefits of consuming plenty of fruits, vegetables, and whole grains and water.
- Recognize the potential dangers of limiting nutrients, food groups and calories.
- Assess personal eating habits and set a goal for healthy eating

Unit - Substance Abuse Prevention

- Distinguish between proper use and incorrect use of over-the-counter and prescription medicines
- Explain why products can be harmful to self and others if ingested, inhaled, or absorbed.
- Analyze internal and external influences on teens' using or not using alcohol, nicotine products, and other drugs/substance trends.
- Summarize the negative consequences (physical, social, emotional, legal) of drug misuse/abuse including addiction
- Recognize the benefits of being drug free.
- Determine healthy alternatives to using drugs
- Demonstrate the ability to use interpersonal communication skills (refusal skills) to avoid/prevent substance use and abuse.
- Demonstrate how to ask for assistance to enhance the health of self and others related to substance use and abuse.

Unit - Safety & Violence Prevention

- Describe strategies to avoid or reduce injuries from riding a bike/scooter, playing sports, riding in a motor vehicle, and firearms.
- Describe consequences of unintentional injuries
- Situations that could lead to unsafe risk, and benefits of reducing the risks for injury
- Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- Describe basic procedures for emergency preparedness
- Demonstrate basic first aid procedures for bleeding, choking, cardiac arrest, burns, sprains
- Explain the importance of universal precautions when administering first aid.
- Analyze contributing factors (including intolerance, peers, bystanders, lack of prosocial behaviors) for violence and safety issues.
- Analyze how situations and/or impulsive behaviors can lead to violence.
- Describe how prejudice, discrimination, and bias can lead to violence.
- Explain why it is wrong to tease or bully others based on personal characteristics.
- Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.
- Identify that sharing or posting personal information electronically about self or others on social media sites can impact personal safety and/or emotional health.
- Identify strategies for safe use of technology.
- Recognize characteristics of unsafe relationships between children and others. (parents, coaches, teachers, clergy, etc).
- Identify verbal and/or non-verbal actions that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.
- Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault.
- Demonstrate effective ways to express needs, wants, and feelings, including the setting of, and respecting of, personal limits and boundaries.
- Identify consent and why individuals have the right to refuse sexual contact.
- Explain the role of positive bystanders in escalating, preventing, or stopping bullying, fighting, and violence.
- Determine the benefits of using non-violence to solve interpersonal conflict.
- Demonstrate the ability to use interpersonal communication skills to prevent and respond to violence and safety issues.
- Demonstrate effective ways to express needs, wants, and feelings, including the setting of, and respecting of, personal limits and boundaries.

Unit - Social & Emotional Health

- Describe the components of wellness and how they are interrelated MSDE - make sure to include something about eating, nutrition
- Describe the characteristics of a socially and emotionally healthy person.
- Identify strengths in self in order to prioritize personal skills and interests to develop
- Describe strategies for developing strengths and overcoming disappointments.
- Identify and describe characteristics of healthy relationships with family, friends, peers, coaches, teachers and others.
- Describe healthy ways to express affection, love, and friendship.
- Identify the outcomes of a health related decision
- Recognize the negative effects of stigma surrounding mental health conditions.

- Examine the importance of being aware of one's own feelings and being sensitive to the feelings of others.
- Explain feelings and emotions associated with loss and grief.
- Identify triggers of strong emotions and apply appropriate coping strategies.
- Explain the body's physical and psychological responses to stressful situations.
- Recognize negative coping strategies for emotions to include substance abuse, self harm, disordered eating.
- Identify why people with negative coping strategies, including substance abuse and disordered eating, may require professional help.
- Explain the importance of assuming responsibility for personal health behaviors.
- Identify the importance of telling a trusted adult if you or someone else is experiencing prolonged sadness or depression.
- Identify and describe the characteristics of a responsible trusted adult.
- Demonstrate how to ask for help when someone is in danger of harming themselves or others.
- Identify warning signs of people who are in danger of harming themselves or others.
- Apply effective verbal and nonverbal communication skills to enhance social and emotional health.
- Demonstrate how to ask for help when someone is in danger of harming themselves or others.

Unit - Sexual Health

- Apply effective verbal and nonverbal communication skills to enhance health.
- Demonstrate how to ask for assistance to enhance the health of self and others.
- Identify physical and nonphysical changes that occur with puberty.
- Describe ways to show courtesy and respect for others.
- Identify aspects/components of sexuality.
- Identify physical and nonphysical changes that occur during puberty.
- Define the following terms: pituitary gland, puberty, adolescence, nocturnal emission, menstruation.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid health risks.
- Identify human reproductive systems including medically accurate terminology for internal and external genitalia and their functions.
- Describe the process of human reproduction to include ovulation, fertilization, and implantation.
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