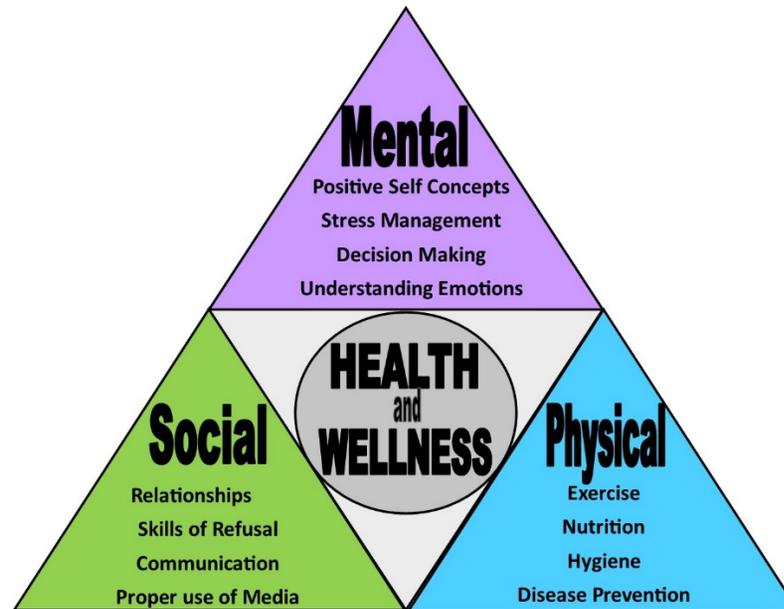


Sixth Grade

The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

The Health Triangle is a tool to show how the three elements of health are interconnected and need to be balanced to achieve overall health and wellness. The image below has some examples of mental, physical, and social health. The Health Education Core Standards are designed to incorporate each area of the triangle within each strand.



Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)

Goal: Students will enhance goal-setting, decision-making, and communication skills.

Standard 6.HF.1

Create a SMART goal and track the progress and identify obstacles to achieving goals and how to overcome them.

Concepts and Skills to Master

- Create a SMART goal.
- Predict obstacles and how to overcome them. Track progress of SMART goal.

Critical Background Knowledge

Standard 5.HF.1: Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.

Related Standards: Current Grade Level

Standard 6.N.2: Evaluate personal nutritional habits and physical activity levels and set goals.

Related Standards: Future Grade Level

Standard HI.HF.1: Create a SMART goal and track the progress and identify obstacles to achieving goals and how to overcome them.

Standard 6.HF.2

Explain how personal values, differences, and beliefs contribute to personal boundaries and how boundaries are an important factor in making healthy decisions.

Concepts and Skills to Master

- Discuss the importance of personal boundaries and values in decision-making.
- Brainstorm different difficult decisions students face and how personal boundaries assist in making a healthy decision.

Critical Background Knowledge

Standard 5.HF.2: Describe how the positive and negative consequences of a decision can have short and/or long-term effects.

Related Standards: Current Grade Level

Standard 6.HF.4: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.

Standard 6.HD.3: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe and understand the possible need to talk with more than one adult.

Related Standards: Future Grade Level

Standard HI.HF.2: Research factors that contribute to decisions and apply effective decision-making strategies.

Standard HI.HF.4: Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others.

Standard 6.HF.3

Define locus of control and the impact it has on decision-making.

Concepts and Skills to Master

- Explain the importance of taking responsibility for one's actions and behaviors and discuss locus of control.
- Discuss how locus of control impacts decisions we make and how to use it to make good choices.

Critical Background Knowledge

Standard 5.HF.2: Describe how the positive and negative consequences of a decision can have short and/or long-term effects.

Related Standards: Current Grade Level
Related: Standard 6.SAP.2: Explain how the development of the frontal lobe impacts decision-making and how harmful substances affect development.
Related Standards: Future Grade Level
Standard HI.HF.2: Research factors that contribute to decisions and apply effective decision-making strategies. Standard HI.HF.3b: Explain the importance of taking responsibility for one’s actions and behaviors and discuss locus of control.
Standard 6.HF.4
Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Practice effective communication skills. • Understand that individuals can have differing opinions and still maintain a relationship.
Critical Background Knowledge
Standard 5.HF.4: Demonstrate ways to express gratitude and treat others with dignity and respect.
Related Standards: Current Grade Level
Standard 6.HF.2 Explain how personal values, differences, and beliefs contribute to personal boundaries and how boundaries are an important factor in making healthy decisions.
Related Standards: Future Grade Level
Standard HI.HF.4 Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others.
Standard 6.HF.5
Describe how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect. Describe how to end unhealthy relationships.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Describe characteristics of a healthy relationship and list way to maintain those relationships in a class discussion. • Explain healthy and safe ways to end relationships that may be unsafe/unhealthy.
Critical Background Knowledge
Standard 5.HF.4: Demonstrate ways to express gratitude and treat others with dignity and respect.
Related Standards: Current Grade Level
Standard 6.SAP.1: Practice ways to resist negative peer pressure in a variety of situations and environments.
Related Standards: Future Grade Level
Standard HI.HD.8: Recognize characteristics of healthy and unhealthy relationships.
Academic Language
<p>Locus of Control: How strongly people believe they have control over the situations and experiences that affect their lives.</p> <p>Personal Boundaries: Guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits.</p> <p>SMART Goal: A strategy for setting achievable goals. SMART stands for: specific, measurable, achievable/attainable, relevant/realistic/reasonable, time. See Health Terms and Law and Policy for Health Education for more details</p>
Assessment Exemplars

Students will be able to create a SMART goal to be completed within 2 months. They will track their progress, altering the goal if needed due to unforeseen obstacles.

Strand 2: Mental and Emotional Health (MEH)

Goal: Students will explore common life changes and practice strategies to reduce risk factors and enhance factors that promote positive mental and emotional health.

Standard 6.MEH.1

Explore common life changes (for example, moving, changing schools, friendships, family dynamics, deaths) and list healthy coping strategies

Concepts and Skills to Master

- Guided discussion or journal write on different common life changes students may have experienced. How did these changes make them feel? What activities helped cope with changes?

Note: This is a transition year, students are changing schools. Data indicates increases in suicide during these years.

Critical Background Knowledge

Standard 3.MEH.1: Identify healthy strategies individuals may use to cope with disappointment, grief, sadness, and loss, including talking with a trusted adult.

Related Standards: Current Grade Level

Standard 6.MEH.2: Explore various options for managing stress by creating a personal stress management plan and adopting effective stress-reduction behaviors.

Related Standards: Future Grade Level

Standard HI.HF.3: : Practice resiliency skills.

Standard 6.MEH.2

Explore various options for managing stress by creating a personal stress management plan and adopting effective stress-reduction behaviors.

Concepts and Skills to Master

- Practice stress management techniques (e.g., meditation, exercise/mood log, music, mindfulness, guided imagery).

Critical Background Knowledge

Standard 5.MEH.1: Practice a variety of stress management techniques.

Related Standards: Current Grade Level

Standard 6.MEH.1: Identify healthy strategies individuals may use to cope with disappointment, grief, sadness, and loss, including talking with a trusted adult.

Related Standards: Future Grade Level

Standard HI.MEH.1: Explore a variety of stress management techniques and choices that will manage and reduce stress.

Standard 6.MEH.3

Describe the influence of culture and media, including social media, on self-esteem and body image.

Concepts and Skills to Master

<ul style="list-style-type: none"> Discuss ways culture and media influence their body image, behaviors, or even clothing choices. Discuss healthy ways to cope with the influences and where to go for support.
Critical Background Knowledge
Standard 3.MEH.3: Describe how various sources (for example, media, internet, social media, other people) can influence mental and emotional health and identify appropriate ways to respond.
Related Standards: Current Grade Level
Standard 6.SDP.2: Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks and develop strategies for minimizing risk (for example, dangerous activities, unsafe challenges, purchase choices, eating behaviors). Standard 6.N.3: Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight. Standard 6.N.4: Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.
Related Standards: Future Grade Level
Standard HI.SDP.3: Investigate the effects of media and technology on mental, emotional, physical, and social health (for example, dopamine levels, sleep). Standard III.MEH.2: Research current modes of technology and media use and how they impact mental and emotional health.
Standard 6.MEH.4
List warning signs of depression, anxiety, and suicide and identify how, why, and when talking with a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) is needed.
Concepts and Skills to Master
<ul style="list-style-type: none"> Identify warning signs for depression, anxiety, and suicide. List school and community mental health resources and discuss how to access those resources (e.g., technology, school counselors, teachers, resource officer, community organizations).
Critical Background Knowledge
Standard 5.MEH.2: Demonstrate how to obtain and offer assistance to enhance the health of self and others in harmful situations.
Related Standards: Current Grade Level
Standard 6.MEH.5: Discuss strategies to help self and others affected by mental and emotional health issues (for example, depression, anxiety, violence, bullying, self-harm, suicidal thoughts).
Related Standards: Future Grade Level
Standard HI.MEH.2: Identify the risk factors for development and the prevalence of mental health disorders, explain the importance of early intervention and treatment, and locate valid and reliable health services.
Standard 6.MEH.5
Discuss strategies to help self and others affected by mental and emotional health issues (for example, depression, anxiety, violence, bullying, self-harm, suicidal thoughts).
Concepts and Skills to Master
<ul style="list-style-type: none"> Design a positive support system for dealing with depression and other mental illnesses. List adults and other resources students can use to help self and other with suicidal thoughts. QPR - NuHope Presentation may be helpful for teacher preparation.
Critical Background Knowledge
Standard 5.MEH.3: Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.

Related Standards: Current Grade Level

Standard 6.MEH.4: List warning signs of depression, anxiety, and suicide and identify how, why, and when talking with a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) is needed.

Related Standards: Future Grade Level

Standard HI.MEH.2b: List warning signs of depression, anxiety, and suicide and identify how, why, and when talking with a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) is needed.

Standard HI.MEH.3: Explore relevant facts about self-harming behaviors and suicide, including warning signs, and where to turn for help.

Academic Language

Bullying: To seek harm, intimidate, or coerce another individual.

Body Image: An individual's perception of their physical self.

Coping Skills: Methods used to deal with stressful situations. These learned skills may help a person face a situation, take action, and be flexible and persistent in solving problems.

Culture: Social behavior, attitudes, customs, beliefs, and norms found in human societies.

Media: Includes all print, online, social, radio and television media sources.

Risk Factors: Any action or condition that increase the likelihood of injury, disease, or other outcome.

Self-Talk: The act or practice of talking to oneself, either aloud or silently. Self-talk impacts how we feel about ourselves, our achievements, and how we interact with others.

Stressor: Anything that triggers the stress response.

Trusted Adult: An adult, or adults, chosen by the student, that makes the student feel safe, secure, and comfortable. Examples include, but are not limited to parent, guardian, relative, teacher, counselor, and clergy.

Assessment Exemplars

- Make a chart of all the positive qualities you have to help increase body image.
- Create an emergency contact list of people you can contact in time of crisis.
- Students will be able to practice one stress management technique on their own.

Strand 3: Safety and Disease Prevention (SDP)

Goal: Students will learn skills to lay the foundation for long-term healthy behaviors.

Standard 6.SDP.1

Create personal rules and strategies (for example, use of safety equipment, protective gear, seat-belts, sunscreen) incorporating healthy lifestyle activities in home, school, social, and community settings.

Concepts and Skills to Master

- Evaluate different safety equipment, gear, or products (e.g., helmets, seatbelts, sunscreen).
- Examine how decisions and personal behaviors contribute to a safe or unsafe environment and develop strategies for change.

Critical Background Knowledge

Standard 5.SDP.1: Explain strategies on how to help others and demonstrate how to help or contact the appropriate emergency resources (for example, first aid, CPR, poison control, 911, mental health crisis lines, animal control, non-emergency lines) for different situations.

Standard 5.SDP.2: Explain a variety of healthy behaviors (for example, diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety) that avoid or reduce health risks.

Related Standards: Current Grade Level

Standard 6.SDP.4: Analyze how various factors, including lifestyle choices, increase or decrease risk factors for disease.

Related Standards: Future Grade Level

Standard HI.SDP.1: Demonstrate proficiency in basic first-aid and Cardiopulmonary Resuscitation (CPR).

Standard HI.SDP.2: Demonstrate how to apply thoughtful decision-making in health-related situations (for example, substance use, vehicle safety, sun safety, recreational safety, firearm safety, physical activity, nutritional choices).

Academic Language

Standard 6.SDP.2

Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks and develop strategies for minimizing risk (for example, dangerous activities, unsafe challenges, purchase choices, eating behaviors).

Concepts and Skills to Master

- Evaluate commercials on various foods and discuss target audience and if the food is healthy or not.
- Discuss online challenges and dangers around them.

Critical Background Knowledge

Standard 5.SDP.3: Analyze the influence of media and technology on personal and family health and develop a personal safety plan for technology use.

Related Standards: Current Grade Level

Standard 6.MEH.3: Describe the influence of culture and media, including social media, on self-esteem and body image.

Standard 6.SDP.2: Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks and develop strategies for minimizing risk (for example, dangerous activities, unsafe challenges, purchase choices, eating behaviors).

Related Standards: Future Grade Level

Standard HI.SDP.3: Investigate the effects of media and technology on mental, emotional, physical, and social health (for example, dopamine levels, sleep).

Standard HI.SDP.7c: Investigate the effects of media and technology on mental, emotional, physical, and social health (for example, dopamine levels, sleep).

Standard 6.SDP.3

Explore consequences for using technology inappropriately and discuss school policies.
Concepts and Skills to Master
<ul style="list-style-type: none"> Review school policies and discuss consequences for not following school policy. Discuss potential consequences of technology misuse (e.g., losing device, legal, financial impact of in-app purchase, safety, photos, time spent).
Critical Background Knowledge
Standard 5.SDP.3: Analyze the influence of media and technology on personal and family health and develop a personal safety plan for technology use.
Related Standards: Current Grade Level
Standard 6.SDP.2: Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks and develop strategies for minimizing risk (for example, dangerous activities, unsafe challenges, purchase choices, eating behaviors).
Related Standards: Future Grade Level
Standard HI.SDP.4: Identify how to maintain a healthy online relationship and the potential consequences of sharing private information using technology including photos and videos.
Standard HI.SDP.5: Explain the harmful effects of pornography and recognize that recovery is possible.
Standard 6.SDP.4
Analyze how various factors, including lifestyle choices, increase or decrease risk factors for disease.
Concepts and Skills to Master
<ul style="list-style-type: none"> Diagram or chart on factors that increase and reduce disease risk (e.g., physical activity, eating habits and behaviors, sleep, substance use, environment, hygiene).
Critical Background Knowledge
Standard 1.HD.2: Explain how the right amount of sleep contributes to health and wellness.
Standard 5.SDP.4: Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.
Related Standards: Current Grade Level
Standard 6.SDP.1: Create personal rules and strategies (for example, use of safety equipment, protective gear, seat-belts, sunscreen) incorporating healthy lifestyle activities in home, school, social, and community settings.
Standard 6.SDP.4: Analyze how various factors, including lifestyle choices, increase or decrease risk factors for disease.
Standard SAP.3: Recognize potential physical, mental, emotional, and social short and long-term consequences of alcohol, tobacco, nicotine, and other substance use.
Standard 6.HD.1: Describe the digestive, respiratory, and cardiovascular systems and their basic functions.
Standard 6.HD.2: Explain the importance of practicing behaviors that maintain good hygiene.
Related Standards: Future Grade Level
Standard HI.SDP.6: Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.
Standard 6.SDP.5:
Identify blood borne pathogens, such as HIV and Hepatitis B, and methods to prevent disease transmission.
Concepts and Skills to Master
<ul style="list-style-type: none"> Discuss the importance of never touching another person's blood. Review procedures to follow when encountering blood.
Critical Background Knowledge

Standard 5.SDP.5: Identify how to avoid, manage and report situations involving exposure to another person’s blood and other bodily fluids.
Related Standards: Current Grade Level
Standard 6.SDP.4: Analyze how various factors, including lifestyle choices, increase or decrease risk factors for disease.
Related Standards: Future Grade Level
Standard HI.HD.6: Identify practices for prevention of common sexually transmitted diseases & infections (STD/STI).
Academic Language
<p>Chronic Disease: A long-term disease that is not passed from person to person, generally cannot be prevented by vaccines or cured by medication. Treatment and life-style changes can reduce symptoms and people can live and manage symptoms over a long period of time. Common examples include: diabetes, cancer, asthma, epilepsy, hypertension, arthritis, heart disease.</p> <p>Eating Habits: Why and how people eat, which foods they eat, and with whom they eat, as well as the ways people obtain, store, use, and discard food. Individual, social, cultural, religious, economic, environmental, and political factors all influence people’s eating habits.</p> <p>Food Behavior: How people choose, consume, sell, and buy food. People’s actions toward food.</p> <p>Infectious Disease: A disorder caused by an organism such as bacteria, viruses, fungi, or parasite. Can be transmitted through various ways. Common examples include: common cold, influenza, streptococcus, mononucleosis, athlete’s foot, meningitis, STD/STIs.</p> <p>Media: Includes all print, online, social, radio and television media sources.</p> <p>Risk Factors: Any action or condition that increase the likelihood of injury, disease, or other outcome.</p> <p>Universal Precautions: Approach to infectious control to treat all human blood and certain body fluids as if they were known to be infectious for pathogens.</p>
Assessment Exemplars
Students will be able to create 10 healthy behavior scenarios and take each of them through the 3 C’s of Decision-Making (Botvin) process.

Strand 4: Substance Abuse Prevention (SAP)

Goal: Students will develop skills to educate themselves about the consequences of substance use and practice ways to resist negative peer pressure.

Standard 6.SAP.1

Practice ways to resist negative peer pressure in a variety of situations and environments.

Concepts and Skills to Master

- Role play scenarios and practice saying no to friends when asked to participate in unsafe activities. Make sure students rotate roles.

Critical Background Knowledge

Standard 5.SAP.1: Identify choices, behaviors, and practices that help support a lifestyle free from alcohol, tobacco, nicotine and other substances.

Standard 5.SAP.2: Practice ways to resist negative peer pressure and positively influence relations with peers in a variety of situations.

Related Standards: Current Grade Level

Standard 6.HF.5: Describe how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect. Describe how to end unhealthy relationships.

Related Standards: Future Grade Level

Standard HI.SAP.1: Practice methods to resist peer pressure with regards to alcohol, tobacco, nicotine, and other substances, including the misuse of prescription drugs.

Standard HI.SAP.2: Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.

Standard 6.SAP.2

Explain how the development of the frontal lobe impacts decision-making and how harmful substances affect development.

Concepts and Skills to Master

- Watch video (TedTalk has some good ones) on consequences of brain development with substance use.
- Read as class and discuss articles on brain development and substance use.
- Explain how personal choices and behaviors can lead to addictions and other consequences.

Critical Background Knowledge

Standard 5.SAP.3: Evaluate how the use of alcohol, tobacco, nicotine and other substances can cause illness, injury, and complications with body development, overall health, and behavior.

Related Standards: Current Grade Level

Standard 6.HF.3: Define locus of control and the impact it has on decision-making.

Related Standards: Future Grade Level

Standard HI.SAP.4: Investigate potential short and long-term consequences (for example, physical, mental and emotional, social, legal, financial) of alcohol, tobacco, nicotine, and other substance use, including the misuse of prescription drugs.

Standard 6.SAP.3

Recognize potential physical, mental, emotional, and social short and long-term consequences of alcohol, tobacco, nicotine, and other substance use.

Concepts and Skills to Master

- Research and create flip charts with the consequences to each area of health with various substances (e.g., alcohol, nicotine products, marijuana, other drugs).

Critical Background Knowledge

Standard 5.SAP.3: Evaluate how the use of alcohol, tobacco, nicotine and other substances can cause illness, injury, and complications with body development, overall health, and behavior.

Related Standards: Current Grade Level

Standard SDP.4: Analyze how various factors, including lifestyle choices, increase or decrease risk factors for disease.

Related Standards: Future Grade Level

Standard HI.SAP.4: Investigate potential short and long-term consequences (for example, physical, mental and emotional, social, legal, financial) of alcohol, tobacco, nicotine, and other substance use, including the misuse of prescription drugs.

Academic Language

Frontal Lobe: The front portion of the brain concerned with behavior, learning, personality, decision making, and voluntary movement. This portion of the brain is not fully developed until early adulthood. Use of substances can impact the growth and development of the frontal lobe. **Peer Pressure:** The feeling of being pushed towards a certain choice by people of similar age and social group in order to be liked or respected. Peer pressure can be positive or negative.

Vaping: Inhaling and exhaling the vapor produced an electronic cigarette or similar device.

See [Health Terms and Law and Policy for Health Education](#) for more details

Assessment Exemplars

Students will be broken up into groups and will create role play scenarios and responses. After students have created scenarios, collect them and hand them out to each different groups in the class and have them role play those scenarios in their groups.

Note: Some scenarios should be positive peer pressure and some should be negative peer pressure.

Example of prompt:

Negative: You are annoyed with James. He was being rude to you yesterday and you want to get even with him, by pushing him to the ground. Your friend Michael does not want to help because that would be mean. Negatively pressure him into helping you.

Positive: Today in math you learned how to do some difficult steps in an equation. Your friend doesn't want to do the homework because he doesn't understand it and he thought it was too hard. Positively influence him to work on the homework with you so that you can both get better at it.

Strand 5: Nutrition (N)

Goal: Students will develop personal healthy eating habits and positive body image. Students will also recognize global food resources.

Standard 6.N.1

Locate age-appropriate guidelines for eating and physical activity.

Concepts and Skills to Master

- Use USDA MyPlate or other food model to research guidelines.
- Demonstrate the ability to access sources of accurate information and reliable advice regarding healthy eating.

Critical Background Knowledge

Standard 5.N.1: Use a food label to calculate how caloric intake can change depending on the number of servings consumed.

Related Standards: Current Grade Level

Standard 6.N.2: Evaluate personal nutritional habits and physical activity levels and set goals.

Standard 6.N.3: Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.

Related Standards: Future Grade Level

Standard HI.N.1: Describe the function of the six basic nutrients and the impact on individual health.

Standard 6.N.2

Evaluate personal nutritional habits and physical activity levels and set goals.

Concepts and Skills to Master

- Using USDA MyPlate or other food model students complete daily food log and compare to guidelines.
- Set goals to improve or maintain personal habits to meet guidelines.

Critical Background Knowledge

Standard 5.N.2: Create a healthy meal, including beverage, using current dietary guidelines.

Related Standards: Current Grade Level

Standard 6.HF.1: Create a SMART goal and track the progress and identify obstacles to achieving goals and how to overcome them.

Standard 6.N.1: Locate age-appropriate guidelines for eating and physical activity.

Standard 6.N.5: Research food culture around the world and identify foods that are produced in different regions.

Related Standards: Future Grade Level

Standard HI.N.2: Explain how nutrition and fitness contribute to long-term mental, physical, and social health and analyze situations where nutritional needs change throughout the lifespan.

Standard 6.N.3

Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.

Concepts and Skills to Master

- Research fad diets and the negative health outcomes for those who engage in fad diets.
- Compare and contrast various fad diets. How do they compare to a balanced diet and physical activity plan?

Critical Background Knowledge

Standard 5.N.4: Explain the role of healthy eating and physical activity in maintaining health.

Standard 5.N.5: Analyze the influence of media and technology, including social media, on personal and family nutrition and body image.
Related Standards: Current Grade Level
Standard 6.MEH.3: Describe the influence of culture and media, including social media, on self-esteem and body image. Standard 6.N.1: Locate age-appropriate guidelines for eating and physical activity.
Related Standards: Future Grade Level
Standard HI.N.3: Explore advertising claims and potential health consequences for dietary supplements, popular fad diets, and weight-loss products. Standard HI.N.5: Describe the signs, symptoms, and consequences of eating disorders or disordered eating and recognize that people with these conditions may need medical care.
Standard 6.N.4
Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.
Concepts and Skills to Master
<ul style="list-style-type: none"> Discuss how having a positive body image can improve all aspects of Health Triangle. How do appropriate food and exercise behaviors contribute to body image?
Critical Background Knowledge
Standard 5.N.5: Analyze the influence of media and technology, including social media, on personal and family nutrition and body image.
Related Standards: Current Grade Level
Standard 6.MEH.3: Describe the influence of culture and media, including social media, on self-esteem and body image.
Related Standards: Future Grade Level
Standard HI.N.4: Identify internal and external influences on body image.
Standard 6.N.5
Research food culture around the world and identify foods that are produced in different regions.
Concepts and Skills to Master
<ul style="list-style-type: none"> Look at maps and analyze why food is grown in different regions, what cultural influences exist for food (e.g., geography, temperatures, religious reasons). Journal and/or share student food traditions & where they originate (family history).
Critical Background Knowledge
Standard 5.N.6: Explain why different foods are produced in various regions of the United States and how this may affect consumer practices and local diets.
Related Standards: Current Grade Level
Standard 6.N.2: Evaluate personal nutritional habits and physical activity levels and set goals. Social Studies standards
Related Standards: Future Grade Level
Standard III.N.7: Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.
Academic Language
<p>Body Image: An individual's perception of their physical self.</p> <p>Dietary Guidelines: Source for nutritional advice, written by USDA and HHS every five years. Similar guidelines are written by the American Heart Association, American Diabetes Association and National Cancer Institute. All are considered evidence-based documents.</p>

Eating Habits: Why and how people eat, which foods they eat, and with whom they eat, as well as the ways people obtain, store, use, and discard food. Individual, social, cultural, religious, economic, environmental, and political factors all influence people's eating habits.

Fad Diet: A diet that promises quick weight loss or enhanced physical wellness through what is usually an unhealthy and unbalanced diet.

Food Behavior: How people choose, consume, sell, and buy food. People's actions toward food.

Food Culture: Practices, attitudes, and beliefs surrounding the consumption of food.

Nutrition Facts Label: A label required on packaged food which may include: percent daily value, calories, serving size, nutrient information and added sugar.

Assessment Exemplars

- Standard 6.N.1 Create a chart of age-appropriate guidelines of nutrition and exercise.
- Standard 6.N.2 Keep a journal and have a daily food log of what they eat. Compare it to MyPlate food guide.
- Standard 6.N.3 Write a research paper about a fad diet.
- Standard 6.N.4 Develop a workout plan and carry it out for a month. Concentrate on maintaining a positive body image. Make sure to track it.
- Standard 6.N.5 Journal and/or share student food traditions & where they originate (family history).

Strand 6: Human Development (HD)

Goal: Students will learn basic anatomy and physiology of body systems and practice skills to build healthy relationships. Utah Code requires parental notification for instruction on child sexual abuse prevention.

Standard 6.HD.1:

Describe the digestive, respiratory, and cardiovascular systems and their basic functions.

Concepts and Skills to Master

- Label the digestive, respiratory, and cardiovascular systems and list the function for each.
- Watch video on systems.

Critical Background Knowledge

Standard 5.HD.2: Describe the basic structures of the reproductive and endocrine systems and identify their respective functions.

Related Standards: Current Grade Level

Standard 6.SDP.4

Related Standards: Future Grade Level

Standard HI.SDP.6: Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases

Standard 6.HD.2

Explain the importance of practicing behaviors that maintain good hygiene.

Concepts and Skills to Master

- List reasons for having good hygiene (e.g., health, social, self-esteem).
- Describe different ways of practicing good hygiene (e.g., oral hygiene, bathing, using deodorant, hand washing).

Critical Background Knowledge

Standard 5.HD.3: Describe the body changes that accompany puberty and how puberty prepares human bodies for reproduction.

Related Standards: Current Grade Level

Standard 6.SDP.4

Related Standards: Future Grade Level

Standard HI.HD.2: Describe the anatomy, physiology, and ways to care for the reproductive system.

Standard 6.HD.3

Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe and understand the possible need to talk with more than one adult.

Concepts and Skills to Master

- Students list at least three adults they can talk with and report to if they feel uncomfortable, have been abused, or feel unsafe. Prompt students to think of someone when they are home, at school, in the community, etc.
- Discuss scenarios that might require reporting to more than one adult (e.g., were not believed, nothing was done, one could not help).
- Guest Speaker: Prevent Child Abuse Utah.

Critical Background Knowledge

Standard 5.HD.6: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.

Related Standards: Current Grade Level

Standard 6.HF.2

Related Standards: Future Grade Level

Standard HI.HD.9: Recognize harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.

Standard HI.HD.9a: Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.

Academic Language

Trusted Adult: An adult, or adults, chosen by the student, that makes the student feel safe, secure, and comfortable. Examples include, but are not limited to parent, guardian, relative, teacher, counselor, and clergy.

Assessment Exemplars

- Students will be able to fill in the blank a story about the digestive, reproductive, and cardiovascular systems.
- Students will create a poster explaining good hygiene habits and why they're important.
- Students will be able to create a Venn diagram on the differences and similarities between male and females during puberty. They will have a word bank to help them fill in the Venn diagram.