

Springfield Public Schools
6-8 HEALTH

COURSE DESCRIPTION

6th Grade

MAJOR INSTRUCTIONAL GOALS

The intent of the Springfield R-12 Health Program is:

- 1) The student will understand the physical, mental and social changes of early adolescence. (HPE2; 3.3, 3.7, 4.3, 4.5)
 - Identify methods of goal setting.
 - Identify physical changes which occur during early adolescence.
 - Differentiate between emotional, social and physical maturity.
 - Specify characteristics of responsible behavior.
 - Discuss socially appropriate behavior for this grade level.

- 2) The student will analyze and select acceptable ways of expressing emotions and interaction with others that are consistent with a healthy non-violent lifestyle. (HPE5; 3.1, 3.2, 3.3, 3.6, 4.7)
 - Develop techniques for resolving conflicts and select appropriate communication skills for positive relationships.
 - Identify sources of help for personal problems.
 - Recognize students own worth and contributions to peers, classroom, and family relationships.
 - Assume responsibility for his or her actions.
 - Demonstrate respect for self and others.
 - Recognize signs of stress and select coping strategies.
 - Identify emotions and compare how emotions affect behavior.
 - List steps for decision making skills.
 - Describe the importance of feeling good about self.
 - Define the term “gang.”
 - Identify how gang activity promotes negative behaviors.

- 3) The student will examine the use of alcohol, tobacco and other drugs and its effects on the individual, family, community and society. (HPE5; 2.1, 2.2, 3.1, 3.2, 3.4, 3.6, 3.7, 4.1, 4.3)
 - Apply major steps in decision making to a scenario situation where the student must show how best to resist drug use (techniques to say no).

- Identify rights and responsibility as a citizen to be safe and to say no to alcohol and other drugs.
 - Recognize positive alternatives to drug use when faced with a stressful situation.
 - Identify sources of stress and list techniques for avoiding or relieving stress.
 - Investigate the impact of the use of drugs on society.
 - Identify the effect drug use has on the ability to make sound judgments.
 - Assemble a list of resources of people and places in school and the community where students can turn for help with problems.
 - Distinguish between positive and negative peer pressure and show relationship between having a good self-image and resisting negative peer pressure.
 - Discuss the relationship of drugs with associated risks.
- 4) The student will identify the nutrient needs of early adolescence and determine the effects of food choices for optimal health. (HPE2; 1.2, 1.7, 1.8, 1.10)
- Know the basic components of the nutritional food pyramid.
 - Explain the value of nutrients and be able to apply it to their age appropriate nutritional needs.
 - Read food labels and apply the information to their nutritional needs.
 - Develop a healthy, personal diet plan.
- 5) The student will understand the components of health and apply strategies and skills needed to obtain personal hygiene and fitness. (HPE2, 4; 1.1, 1.2, 1.5, 1.6)
- Identify and apply proper care of skin, teeth, hair and other areas of personal hygiene.
 - Explain the importance of health related physical fitness.
 - Identify the six skill related components of physical fitness.
- 6) The student will demonstrate an understanding of safety guidelines, emergency procedures and basic first aid principals. (HPE7; 3.2, 4.1, 4.7)
- List steps to follow in medical emergency (survey scene, primary survey, call EMS, secondary survey)
 - Identify and demonstrate specific first aid skills related to choking and bleeding.
 - List procedures to follow in case of storm or fire.
- 7) The student will recognize existing and potential environmental and community problems. (HPE6; 3.2, 3.4, 3.6, 3.7)
- List characteristics for a healthy environment that provides a quality life.
 - Describe the consequences of breaking rules and laws.

- 8) The student will analyze information to become a wise consumer. (HPE6; 3.2, 3.5, 3.6, 3.8)
- Identify agencies that protect consumer choices.
 - Examine how advertising influences the use of health products and services.
- 9) The student will understand the structures of functions of and relationships among human body systems. (HPE1; 1.6, 1.8, 3.2, 4.1)
- Recognize major systems and their components.
 - Differentiate between functions of major body systems.
 - Identify the human body's levels of organization.