

Grade 6	Grade 6 Crosswalk – Virginia 2015 Health Standards of Learning Students in grade six develop more sophistication in understanding health issues and practicing health skills. They apply physical, emotional, social, and environmental health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Students demonstrate injury-prevention behaviors at school and elsewhere.					
	<i>Essential Health Concepts What Students Should Know</i>		<i>Healthy Decisions What Students Should Understand</i>		<i>Advocacy and Health Promotion What Students Should be Able to Do to Advocate for Their Health and the Health of Others</i>	
	6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness.	Lesson (Grade Topic-#)	6.2 The student will describe the influence of family, peers, and media on personal health decisions.	Lesson (Grade Topic-#)	6.3 The student will develop personal strategies and skills for personal, social, and community health.	Lesson (Grade Topic-#)
Alcohol, Tobacco and Drug Use Prevention	e) Differentiate between proper use and misuse of prescription and nonprescription medications.	6 ATOD-1	c) Evaluate the influence of the media and marketing techniques on prescription and nonprescription medication choices.	6 ATOD-1	i) Recognize the effects of peer pressure.	6 ATOD-1
	f) Evaluate refusal strategies related to alcohol, tobacco, and other drug use.	6 ATOD-1	f) Analyze the role of self and others in avoiding risk-taking behaviors.	6 ATOD-1		
			g) Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury.	6 ATOD-1		
			h) Analyze family and peer pressure as influences on the use and nonuse of alcohol, tobacco, inhalants, and other drugs.	6 ATOD-1		
Body Systems	a) Identify and describe the major structures and functions of the urinary system (kidneys, ureters, bladder, and urethra) and strategies to promote renal health.	6 BOD-1				
	d) Assess the effects of communicable and noncommunicable diseases on the functions of the body.	6 BOD-1				
Healthy Environment	g) Determine the effects of environmental influences on personal health.	6 HE-1	d) Identify the benefits of a tobacco-free environment.	6 HE-1	t) Encourage others to minimize pollution in the environment.	6 HE-1
	r) Research the impact of air quality on body function during moderate and vigorous physical activity.	6 HE-1			u) Create and monitor progress toward a goal to protect the environment.	6 HE-1

Health Promotion Including Nutrition and Physical Activity	b) Analyze the recommended daily intake of macronutrients (carbohydrates, fat, and protein) for adolescent males and females.	6 HP-1	a) Analyze the benefits of following recommended daily allowances for macronutrients when selecting beverages and planning meals and snacks.	6 HP-1	a) Create a one-day plan for meals, snacks, and beverages that includes the daily recommended macronutrients.	6 HP-1
	c) Compare the intake of nutrients and metabolism.	6 HP-1	b) Recognize how family, peers, and culture affect food and physical activity choices, as well as choices about bedtime and how long to sleep.	6 HP-1	b) Assess personal and family wellness related to nutrition, physical activity, and sleep choices.	6 HP-1
	g) Determine the effects of environmental influences on personal health.	6 HP-1	e) Describe how screen time affects physical and social health.	6 HP-1	c) Monitor personal progress toward a physical activity, nutrition, and sleep goal.	6 HP-1
			k) Identify external influences that affect personal health choices.	6 HP-2	d) Analyze the influence of media on issues related to body image and weight management.	6 HP-2
					e) Develop strategies to prevent chronic disease.	6 HP-1
					j) Analyze the reliability of health information.	6 HP-3
					k) Recognize the persuasive tactics used by various types of media.	
Safety and Injury Prevention	h) Create strategies to prevent injuries, to include safety habits in vehicles, on the Internet, and in public areas, and using protective gear.	6 SAF-1	i) Use a decision-making process to determine when medical assistance is needed.	6 SAF-1	f) Identify strategies to reduce illness and injury at home and at school.	6 SAF- 1 6 SAF-5
	i) Describe basic first aid and emergency procedures for treatment of sunburn and injuries to the head, teeth, and eyes.	6 SAF-3 6 SAF-4			g) Develop a plan to remain injury free that includes avoiding risk-taking behaviors and using protective gear.	6 SAF-1 6 SAF-5
					h) Determine strategies to protect against the harmful effects of the sun.	6 SAF-2
Social Emotional Health	j) Identify and interpret nonverbal cues.	6 SE-1	n) Describe how culture, media, and other external factors influence perceptions about body image and gender roles.	6 SE-1	l) Create a plan to prevent and manage stress.	6 SE-1 6 SE-4
	o) Recognize the importance of significant friends or adult mentors.	6 SE-1	o) Explain the importance of understanding the feelings and perspectives of others.	6 SE-1 6 SE-3	s) Identify the relationships among personal actions, self-image, and personal success.	6 SE-1 6 SE-4
	p) Identify personal characteristics that can contribute to happiness for self and others (e.g., self-discipline, positive self-image, independence, acceptance of others, concern for the needs of individuals with disabilities, honesty, respect for self and others, avoidance of self-harming behaviors).	6 SE-1 6 SE-2 6 SE-4	p) Identify internal factors, such as criticism or stress, which influence emotional and social health.	6 SE-1 6 SE-4		

	q) Analyze the factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).	6 SE-1				
Violence Prevention and Healthy Relationships	k) Describe the possible effects of bullying, to include the increased risk for harm and violence when bullying aggression persists.	6 VP-1	j) Explain the importance of friends or adult mentors in avoiding gang involvement.	6 VP-1	m) Demonstrate ways to show respect for individual differences, opinions, and beliefs.	6 VP-1
	l) Explain methods to reduce conflict, harassment, and violence.	6 VP-1	l) Recognize the importance of family, peers, and the media in preventing bullying.	6 VP-1	n) Set personal boundaries for privacy, safety, and expression of emotions and opinions.	6 VP-1
	m) Explain the myths and facts about gangs and gang-related behaviors.	6 VP-1	m) Analyze the role of emotions in safe behaviors and violent behaviors, and the importance of effective conflict resolution skills.	6 VP-1	o) Assess positive and negative responses to criticism.	6 VP-1
	n) Analyze the relationship between self-image and gang-related behaviors.	6 VP-1			p) Evaluate a plan to prevent or manage the effects of bullying.	6 VP-1
					q) Practice ways to resolve conflict nonviolently.	6 VP-1
					r) Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs.	6 VP-1

ATOD = Alcohol, Tobacco, or Other Drugs

BOD = Body Systems

HE = Healthy Environment

HP = Health Promotion

SAF = Safety and Injury Prevention

SE = Social Emotional

VP = Violence Prevention and Healthy Relationships