

IDAHO CONTENT STANDARDS

HEALTH EDUCATION

Grade 6

Standards to be represented in the 6th grade:

Standard 1 – all of the Core Concepts

Standard 4, 6 & 7

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 6-8 are defined below:

Alcohol, Tobacco & Other Drugs

The use of alcohol, tobacco, and other drugs, has major implications in the lifelong health of individuals. This includes the effects, influences, prevention, and treatment of the use of alcohol, tobacco products, and other types of drugs on the body.

Nutrition & Physical Activity

Youth are best ready to learn and achieve their fullest potential when they are well nourished and physically active. Nutrition and physical activity education increases knowledge and skills to make healthy food choices and to engage in lifelong physical activity which will promote health and preventable diseases.

This includes connections to physical, mental, emotional and social health; energy level; self image; and physical fitness.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of young. Knowledge about prevention through safe living habits, healthy decisions, violence prevention, emergency response, and an understanding of the consequences of one's decisions will help to prevent injuries.

Mental, Emotional & Social Health

Mental, emotional and social wellbeing is a foundation for building good health and includes a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and

productive life. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, communication skills, conflict resolution, and mental illness.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the risk of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Information and discussion of sexually transmitted diseases, HIV and AIDS are important components of this content area. Information should be factual, medically accurate, objective and developmentally appropriate.

Consumer & Community Health

Consumers need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Community health may include recognizing and accessing valid and appropriate health information, education, services, and products.

Growth, Development & Family Life

A healthy family unit is vital to the well-being and successful development of adolescence. Growth and development includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development and the aging process. Family living includes healthy relationships and sexuality, consequences of sexual activity, encouragement of abstinence from sexual activity, sexually transmitted diseases including HIV, pregnancy prevention, and methods of prevention. Information should be factual, medically accurate, objective and developmentally appropriate.

Environmental Health

Individuals need an awareness of the impact of environmental issues and hazards on personal health. Environmental health may include precautions and behaviors to safeguard personal health and practices that reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and personal health.

6-8.H.1.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

6-8.H.1.1.3 Analyze how the environment affects personal health.

6-8.H.1.1.4 Describe how family history can affect personal health.

6-8.H.1.1.5 Describe ways to reduce or prevent injuries and adolescent health problems.

6-8.H.1.1.6 Explain how appropriate health care can promote personal health.

6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors.

6-8.H.1.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors.

6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health.

6-8.H.2.1.3 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

6-8.H.2.1.4 Explain the influence of personal values and beliefs on individual health practices and behaviors.

6-8.H.2.1.5 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

6-8.H.2.1.6 Explain how school and public health policies can influence health promotion and disease prevention.

Standard 3: Accessing Information

Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.3.1.1 Analyze the validity of healthy information, products, and services.

6-8.H.3.1.2 Access valid health information from home, school, and community.

6-8.H.3.1.3 Locate reliable and valid health products and services and determine accessibility.

6-8.H.3.1.4 Describe situations that may require professional health services.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health.

6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

6-8.H.4.1.3 Demonstrate effective conflict management or resolution strategies.

6-8.H.4.1.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision-making.

6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful decision-making process.

6-8.H.5.1.3 Distinguish when individual or collaborate decision-making is appropriate.

6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

6-8.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self and others.

6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

6-8.H.5.1.7 Analyze the outcomes of a health-related decision.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.6.1.1 Assess personal health practices.

6-8.H.6.1.2 Develop a goal to adopt, maintain, or improve a personal health practice.

6-8.H.6.1.3 Apply strategies and skills needed to attain a personal health goal.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors.

6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

Standard 8: Advocacy

Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.8.1.1 State a health-enhancing position on a topic and support it with accurate information.

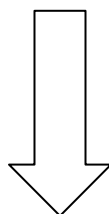
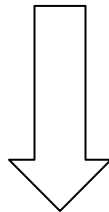
6-8.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.

6-8.H.8.1.3 Work cooperatively to advocate for the health of individuals, families, schools and the community.

6-8.H.8.1.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

Many of these standards are interrelated and will be addressed throughout each grade level; however, there are specific standards that should be included within the portfolio each year.

****See Health Portfolio guide for suggestions regarding how to meet each standard.**



IDAHO CONTENT STANDARDS

GRADE 6

PHYSICAL EDUCATION

Standard 1: Skilled Movement

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 8, students will:

6-8.PE.1.1.1 Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, dance, outdoor activities, fitness, etc.).

6-8.PE.1.1.2 Adapt and combine skills successfully in modified games or activities of increasing complexity and in combination with other basic skills.

6-8.PE.1.1.3 Demonstrate movement tactics and strategies that can be applied to a variety of sports and physical activities (e.g., wall/net, invasion, field/striking, target, dance, outdoor activities, fitness, etc.).

Standard 2: Movement Knowledge

Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of grade 8, students will:

6-8.PE.2.1.1 Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, dance, outdoor activities, fitness, etc., (e.g., transition from offense to defense, leave no trace, shortest distance, angles of interception, fluid sequential movement, etc.).

6-8.PE.2.1.2 Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe why extending the elbow in striking skills is important, etc.).

6-8.PE.2.1.3 Apply external feedback to guide and improve performance (e.g., use videos to refine skills, verbal feedback to improve performance, etc.).

Standard 3: Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

6-8.PE.3.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute, etc.).

6-8.PE.3.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).

6-8.PE.3.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, workplace, and community (e.g., bowling, golf, recreational teams, lessons, camping, etc.).

6-8.PE.3.1.4 Describe the challenges found both in experiencing high levels of competition and in learning new and/or different activities (e.g., journaling, videos, blogs, etc.).

Standard 4: Personal Fitness

Goal 4.1: Achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 8, students will:

6-8.PE.4.1.1 Know and demonstrate the health-related fitness components including cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President's Council healthy fitness zone/level, identify various activities that demonstrate each health-related component, etc.).

6-8.PE.4.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g., President's Council, assessment series from NASPE, combatives, sprint starts, vertical/standing jump, pilates, etc.).

6-8.PE.4.1.3 Participate in a variety of health-related and skill-related fitness activities in diverse settings including school, home, workplace, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance, etc.).

6-8.PE.4.1.4 Assess physiological indicators of exercise during and after physical activity (e.g., target heart rate zone, perceived exertion, etc.).

6-8.PE.4.1.5 Apply basic principles and types of training to improve fitness goals (e.g., frequency, intensity, progression, specificity, overload, regularity, interval training, fartlek, circuit training, resistance training, etc.).

Standard 5: Personal and Social Responsibility

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings. Objective(s): By the end of grade 8, students will:

6-8.PE.5.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g. participate within the rules of an activity, display good sportsmanship, practice self-control, etc.).

6-8.PE.5.1.2 Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g. resolve argument between peers, be sensitive of the rights and feelings of others, role play, case studies, etc.).

6-8.PE.5.1.3 Work independently and in groups to achieve goals in competitive and cooperative settings (e.g. identify ways to relieve stress, develop team goals, practice for competition, sport education, adventure activities, challenge activities, etc.).

6-8.PE.5.1.4 Appreciate others of diverse characteristics and backgrounds during physical activity (e.g. invite others with differences to participate in an activity, work cooperatively with peers of diverse skill levels, cultural activities/projects, peer mentoring, etc.).

6-8.PE.5.1.5 Recognize the role of sport and physical activity in influencing personal and social behavior (e.g. identify positive and negative behaviors of sport figures; develop leadership skills, responsibility of actions, importance of individual roles in group activities, etc.).

Daily physical activity, weekly activities related to the progression of skills, and the development of a fitness/activity plan, will address these PE standards

simultaneously. **Standards 1-4** should be represented in the portfolio each year. **Standard 5** should be included by the end of 8th grade.

****See PE Portfolio guide for suggestions regarding how to meet each standard.**