



UTAH
Health Education – 6th Grade
Teen Health Course 1 © 2005

OBJECTIVES	PAGE REFERENCES
Core Standards of the Course	
Healthy Self	
Standard 1	
The students will learn ways to improve mental health and manage stress.	
Objective 1	
Develop strategies for appropriately and safely expressing emotions.	
<ul style="list-style-type: none"> ● Recognize the range of emotions, including extremes. *PD 	SE: 36-38, 167 TWE: EI 38
<ul style="list-style-type: none"> ● List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes. 	SE: 36-38, 57-58 <i>Health Skills Activity 11</i> TWE: EI 38
<ul style="list-style-type: none"> ● Predict the effect of substance use on emotions and the ability to appropriately manage them. 	SE: 74, 240-245, 246 TWE: R 241
Objective 2	
Demonstrate acceptance of self and others. *PD	
<ul style="list-style-type: none"> ● Identify the benefits of feeling good about self. 	SE: 32-35 <i>Health Skills Activity 34</i> <i>Thinking Critically 35</i> TWE: D 34
<ul style="list-style-type: none"> ● Recognize the value of other human beings. 	SE: 4, 10-11, 54-57, 60-61, 75 <i>Developing Good Character 39</i> TWE: COM 62
<ul style="list-style-type: none"> ● Predict the outcome of caring about self and others. 	SE: 4-7, 8-11, 38, 56, 133-135 <i>Hands On Health 6</i> <i>Applying Health Skills 7</i> <i>Developing Good Character 39</i> TWE: MA 136
Objective 3	
Develop personal assets that help promote resiliency. *PD	
<ul style="list-style-type: none"> ● Identify personal developmental assets; i.e., internal, external. 	SE: 8-11, 17, 75, 128-129 <i>Hands On Health 6</i> TWE: BR 4
<ul style="list-style-type: none"> ● Identify opportunities to incorporate additional assets into life. 	SE: 12-13, 20-23, 138-140 <i>Health Skills Activity 32, 140</i> TWE: AN 22
Objective 4	
Demonstrate positive strategies for managing stress.	
<ul style="list-style-type: none"> ● Identify situations or circumstances that cause stress. 	SE: 41-43 <i>Quick Write 41</i> <i>Time Health 46-47</i>

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<ul style="list-style-type: none"> Recognize personal reaction or response to stressful situations. 	SE: 42-43 <i>Time Health</i> 46-47 TWE: D 43
<ul style="list-style-type: none"> Design a personal plan that includes options for managing stress and stressful situations. 	SE: 41-45 <i>Hands On Health</i> 44 <i>Time Health</i> 46-47 <i>Health Skills Activity</i> 136 TWE: BC 44
Substance Abuse Prevention	
Standard 2 The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.	
Objective 1 Examine the possible physical effects of substance abuse. *PD	
<ul style="list-style-type: none"> Identify the general physical effects of depressants and stimulants. 	SE: 240-242 TWE: D 242
<ul style="list-style-type: none"> Explain the concept of blood alcohol content. 	The following page can be used to help facilitate this goal. SE: 230
<ul style="list-style-type: none"> Explain the meaning of chemical dependence. 	SE: 213, 233, 240-243 TWE: BR 240
Objective 2 Summarize the legal, social, and emotional consequences of substance abuse. *PD	
<ul style="list-style-type: none"> Identify legal age for using some substances and the consequences for underage use. 	SE: 230-233, 240-245, 246-247 TWE: BR 230
<ul style="list-style-type: none"> Describe how meaningful relationships may suffer as a result of substance use. 	SE: 58, 63, 246, 249 <i>Applying Health Skills</i> 249 TWE: COM 62
Objective 3 Assess the role of positive peer involvement in making healthy choices. *PD	
<ul style="list-style-type: none"> Name the people comprising a personal support system. 	SE: 22, 54-56, 60-62, 248 <i>Building Health Skills</i> 26-27 <i>Health Skills Activity</i> 39 <i>Hands On Health</i> 44 TWE: AN 22
<ul style="list-style-type: none"> Explore the impact friends have on <i>decision making</i>. 	SE: 10, 40, 63, 126, 247-248 <i>Health Skills Activity</i> 18 <i>Building Health Skills</i> 26-27 TWE: MA 14
<ul style="list-style-type: none"> <i>Practice Refusal Skills</i>® in responding to pressure from others. 	SE: 39-40, 63-65, 247-248 <i>Health Skills Activity</i> 64, 248 <i>Thinking Critically</i> 65 <i>Building Health Skills</i> 252-253 TWE: CLA 64

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Human Development and Relationships	
Standard 3 The students will understand and respect self and others related to human development and relationships.	
Objective 1 Practice ways of showing respect for self and others.	
<ul style="list-style-type: none"> Adopt behaviors that contribute to a healthy body image; e.g., posture, hygiene, exercise, balanced diet. 	SE: 67, 87-93, 128-132, 133-137 TWE: AN 130
<ul style="list-style-type: none"> Demonstrate ability to communicate affection appropriately. 	SE: 38-40, 195 <i>Developing Good Character</i> 39 TWE: AN 192
Objective 2 Summarize changes that accompany puberty. *MP	
<ul style="list-style-type: none"> Recognize fluctuations in emotions and discuss ways of dealing with emotional changes. 	SE: 36-40 TWE: EI 38
<ul style="list-style-type: none"> Predict ways that relationships may change over time. 	SE: 57, 168 <i>Health Skills Activity</i> 11 TWE: D 57
<ul style="list-style-type: none"> Recognize physical changes that occur during puberty. 	SE: 165-167 TWE: MA 167
<ul style="list-style-type: none"> Practice behaviors that maintain good hygiene. 	SE: 86-93 <i>Time Health</i> 108-109 TWE: HL 89 CLA 92
Disease Prevention and HIV/AIDS Education	
Standard 4 The students will understand concepts related to health promotion and disease prevention.	
Objective 1 Compare viruses to other microorganisms. (SC)	
<ul style="list-style-type: none"> List several types of microorganisms. 	SE: 183 TWE: MA 183
<ul style="list-style-type: none"> Explain how viruses differ from other microorganisms. 	SE: 183
Objective 2 Describe the HIV disease continuum.	
<ul style="list-style-type: none"> Explain the progression of the disease beginning with HIV infection. 	SE: 191-195
<ul style="list-style-type: none"> Recognize how infected, yet symptom-free, people can infect others. 	SE: 191-195 TWE: MA 194
<ul style="list-style-type: none"> Explain why opportunistic infections occur in people with weakened immune systems. 	SE: 192-193
Objective 3 Demonstrate <i>decision-making and Refusal Skills</i> ® for HIV prevention.	
<ul style="list-style-type: none"> List situations that pose a risk for transmission of HIV. 	SE: 193, 195 <i>Quick Write</i> 191
<ul style="list-style-type: none"> <i>Identify, avoid, manage, or escape</i> situations involving exposure to body fluids. 	SE: 39, 195 TWE: LO 191

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Safety and Injury/Violence Prevention	
Standard 5 The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.	
Objective 1 Manage abusive situations .	
<ul style="list-style-type: none"> Recognize abusive situations; e.g., physical, emotional, and sexual. 	SE: 58 TWE: CCA 58
<ul style="list-style-type: none"> Identify sources of responsible help for self and others; e.g., parents, grandparents, school counselors, health professionals, clergy. 	SE: 59 TWE: BC 58
Objective 2 Examine emotions that may lead to violence, and determine safe ways to manage them.	
<ul style="list-style-type: none"> List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes. 	SE: 36-38, 57-58 <i>Health Skills Activity 11</i> TWE: EI 38
<ul style="list-style-type: none"> Identify strategies to appropriately and safely manage emotions that may lead to violence toward self or others. 	SE: 74-75
<ul style="list-style-type: none"> Predict the effect that substance use may have on emotions and the ability to appropriately manage them. 	SE: 74, 240-245, 246 TWE: R 241
Nutrition and Fitness	
Standard 6 The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.	
Objective 1 Evaluate food intake and levels of activity. (PE)*NU	
<ul style="list-style-type: none"> Analyze food intake and compare to Dietary Guidelines for Americans. 	SE: 121-124 <i>Quick Write 116</i> <i>Thinking Critically 120</i> <i>Hands On Health 125</i> TWE: WT 119
<ul style="list-style-type: none"> Modify personal eating and activity plans to promote health and well-being. 	SE: 128-129, 133-137 <i>Hands On Health 125</i> <i>Thinking Critically 137</i> TWE: MA 136
<ul style="list-style-type: none"> Choose activities to maintain or improve fitness. 	SE: 133-137, 139 <i>Quick Write 133</i> <i>Thinking Critically 137</i> TWE: MA 136
<ul style="list-style-type: none"> Examine how weight can be managed in a healthy manner. 	SE: 130-131 TWE: MA 131
Objective 2 Compare a variety of food preparation techniques. *NU	
<ul style="list-style-type: none"> Explain the impact of food preparation on nutritional content. 	The following pages can be used to help facilitate this goal. SE: 116-120, 121-129
<ul style="list-style-type: none"> Judge food preparation methods to determine impact on nutritional content. 	SE: 129 TWE: MA 129
<ul style="list-style-type: none"> Prepare a nutritionally sound snack. 	SE: 129

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Objective 3 Explain nutritional labeling and identify nutritional content. *NU	
<ul style="list-style-type: none"> Recognize serving size information. 	SE: 124 <i>Health Skills Activity 119</i>
<ul style="list-style-type: none"> Compare similar products and determine nutritional values of each. 	SE: <i>With A Group</i> 118 TWE: CO 129
Objective 4 Recognize the dangers of dysfunctional eating.	
<ul style="list-style-type: none"> Identify eating habits that may be dysfunctional; e.g., unbalanced diet, fad dieting, starving, compulsive overeating, bulimia nervosa, anorexia nervosa. 	SE: 131-132
<ul style="list-style-type: none"> Recognize the concept of self-abusive behaviors. 	SE: 131-132
<ul style="list-style-type: none"> Determine how dysfunctional eating may have negative effects on mental, physical, and social health. 	SE: 131-132 TWE: D 131
Consumer and Community Health	
Standard 7 The students will understand the value of service and effective consumer practices.	
Objective 1 Participate in service-learning that benefits the environment. (SC)	
<ul style="list-style-type: none"> <i>Identify</i> environmental protection <i>needs</i>. 	SE: 278-280 <i>Applying Health Skills 283</i> TWE: D 279
<ul style="list-style-type: none"> Examine situations where a person or group assists with the protection of the environment. 	SE: 281-283 <i>Hands On Health 282</i> <i>Building Health Skills 286-287</i> TWE: DE 281
<ul style="list-style-type: none"> <i>Plan, implement, and report</i> on environmental service. 	SE: <i>Hands On Health 282</i> <i>Applying Health Skills 283</i> <i>Building Health Skills 286-287</i> TWE: CLA 281 DE 281
Objective 2 Research and summarize the reliability of health resources and information. (LM)	
<ul style="list-style-type: none"> Identify the various types of health resources and information; e.g., pamphlets, journals, Internet, folklore, peers, fact lines, quackery, healthcare professionals, media. 	SE: 9, 100-103 <i>Time Health 24-25</i> TWE: CCA 9
<ul style="list-style-type: none"> Determine a standard for reliability in health resources and information. 	SE: 9 <i>Applying Health Skills 13</i> <i>Time Health 24-25</i> <i>Building Health Skills 110-111</i> TWE: CCA 9
<ul style="list-style-type: none"> Evaluate the reliability of resources and information based on the established standards. 	SE: 9, 103 <i>Applying Health Skills 13</i> <i>Time Health 24-25</i> <i>Building Health Skills 110-111</i> TWE: CCA 9

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Objective 3 Determine ways to be a more effective health consumer. (LM)	
<ul style="list-style-type: none"> Recognize media influences on making healthy choices. 	SE: 9-10, 219 <i>Building Health Skills</i> 26-27 <i>Media Watch</i> 214 <i>Quick Write</i> 218 TWE: D 9
<ul style="list-style-type: none"> Predict the reliability of the product or information being considered. 	SE: 9, 103 <i>Applying Health Skills</i> 13 <i>Time Health</i> 24-25 <i>Building Health Skills</i> 110-111 TWE: CCA 9

Codes Used for TWE Pages

AN	Analyzing
BC	Beyond the Classroom
BR	Bellringer Activity
CCA	Cross Curriculum Activity
CLA	Cooperative Learning Activity
CO	Comparing
COM	Comprehending
D	Discussing
DE	Demonstrating
EI	Examining Issues
HL	Health Literacy
LO	Lesson Objectives
MA	More About
R	Recalling
WT	What Teens Want to Know