

## National Consensus NHES 2022 Alignment with PWY Grade 6

Number	Wording	PWY Lessons – Grade 6
1.8.1	Describe interrelationships among physical, social, emotional, and intellectual health.	6–2, 6–3, 6–10
1.8.2	Analyze benefits of practicing healthpromoting behaviors.	6–1, 6–2, 6–3, 6–4, 6–5, 6–6, 6–7, 6–10, Add-On B, Add-On C, Add-On F, Add-On G, Add-On H
1.8.3	Analyze potential risks and consequences of practicing unhealthy behaviors	6–5, 6–6, 6–7, 6–8, Add-On G, Add-On H
1.8.4	Assess the risk of situations, people, and events that contribute to unhealthy behaviors and outcomes.	6–6, 6–7, 6–8, 6–9, Add-On F, Add-On G, Add-On H
1.8.5	Explain why it is important to be responsible for personal health behaviors	6–6, 6–9, 6–10, Add-On F, Add-On G
1.8.6	Analyze how personal practices and behaviors reduce or prevent health risks.	6–1, 6–3, 6–4, 6–5, 6–6, 6–7, 6–8, 6–9, 6–10, Add-On B, Add-On C, Add-On F, Add-On G, Add-On H
1.8.7	Analyze health promotion and disease prevention guidelines and recommendations for healthy behaviors from credible federal, professional, and voluntary health organizations (e.g., recommendations for rest and sleep).	6–9,
1.8.8	Predict the likelihood of personal injury or illness if engaging in unhealthy behaviors	6–6, 6–7, Add-On G, Add-On H
1.8.9	Analyze the effects of family history, genetics, education level, and income on personal health status	Add-On A, Add-On B, Add-On C, Add-On D
2.5.6	Identify negative internal and external influences on personal health behaviors	6–9, 6–10
2.8.1	Explain how personal attitudes, values, and beliefs influence health behaviors	6–1, 6–10
2.8.2	Analyze the influence of family and culture on health behaviors	6–1, 6–3
2.8.3	Analyze how peers influence health behaviors	6–1, 6–4, 6–5, 6–8, Add-On F
2.8.4	Explain how perceptions of social norms and expectations influence healthy and unhealthy behaviors.	6–1, 6–6, 6–8, 6–10
2.8.5	Analyze how media, social media, and technology (e.g., television, movies, video games, advertisements, apps, and other screen time) influence health behaviors.	6–9,

2.8.6	Explain how school rules, community norms, and governmental policies and laws influence health behaviors.	6–1, 6–8, Add-On F
2.8.7	Analyze how education level and income influence health behaviors.	Add-On D
2.8.8	Identify factors that influence opportunities to obtain safe, equitable, culturally appropriate, and affordable products and services that support personal health behaviors.	6–9, 6–10, Add-On E, Add-On G
3.8.1	Demonstrate functional health literacy by decoding health information that is represented in visual, textual, gestural, and/or linguistic ways	6–2, 6–3, 6–4, 6–5, 6–6, 6–7, 6–8, 6–9, 6–10, Add-On A, Add-On B, Add-On C, Add-On D, Add-On E, Add-On F, Add-On G, Add-On H
3.8.2	Engage in an interpersonal conversation about a health-related product or technology to make an informed health decision.	6–1, 6–6, 6–9
3.8.3	Interpret numerical and graphical information to make an informed health decision.	6–7, 6–9, Add-On H
3.8.4	Analyze the validity of health information in print and electronic sources (e.g., news articles, magazines, visual signage, social media, podcasts, and websites) using established criteria.	6–9,
3.8.5	Analyze health-related messages in print and electronic materials to determine credibility of the health message.	6–9,
3.8.6	Demonstrate interactive health literacy by talking about print media and social media that address different populations, perspectives, and practices.	
3.8.7	Describe why it is important to seek valid and reliable health care to be a proactive, well-informed patient.	6–1, 6–7, Add-On E, Add-On H
3.8.8	Read to interpret health-related product information with a trusted adult to determine the benefits and risks.	6–9,
3.8.9	Access credible websites or health-related applications using technology to support health behaviors.	6–9,
3.8.10	Explain health literacy as a determinant of health that can reduce health inequities.	6–10,
4.8.1	Examine how effective interpersonal communication can benefit personal health and well-being	6–1, 6–3, 6–5, 6–6, 6–8, 6–9, 6–10, Add-On E, Add-On F
4.8.2	Demonstrate the use of verbal and nonverbal communication skills that enhance well-being.	6–1, 6–3, 6–5, 6–6, 6–8, 6–9, Add-On F
4.8.3	Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.	6–1, 6–3, 6–5, 6–6, 6–8, Add-On F
4.8.4	Demonstrate how to ask for assistance to improve personal health.	6–8, Add-On F
4.8.5	Demonstrate refusal skills to avoid or reduce health risks	6–6, 6–8, Add-On F

4.8.6	Demonstrate how to effectively communicate kindness, empathy, compassion, and care for others.	6-1, 6-5, 6-6, 6-8, Add-On E, Add-On F
4.8.7	Demonstrate effective ways to show respect for another person's consent or non-consent	6-4, 6-5, 6-6, 6-8, Add-On F
4.8.8	Demonstrate effective collaboration and negotiation skills that support healthy behaviors and relationships.	6-4, 6-5, 6-6
4.8.9	Demonstrate effective ways to manage and resolve conflict.	6-8, Add-On F
5.8.1	Examine situations when the procedural steps of decision making are needed.	
5.8.2	Distinguish when health decisions should be made individually or with the help of others	
5.8.3	Explain how family, peers, culture, media, technology, and other factors can affect a health decision.	
5.8.4	Analyze how personal beliefs can affect decisions about a health behavior.	
5.8.5	Discuss alternatives when making health decisions.	6-6,
5.8.6	Distinguish between healthy and unhealthy consequences for each alternative	6-6,
5.8.7	Choose a health-promoting option when making an effective decision.	6-6,
5.8.8	Analyze the outcomes of an effective health decision	
6.8.1	Assess personal health practices.	
6.8.2	Set a SMART personal health goal.	
6.8.3	Predict the health and life benefits of reaching a personal health goal.	6-10,
6.8.4	Develop a detailed plan, with a timeline, for achieving a personal health goal.	
6.8.5	Assess the barriers to achieving a personal health goal.	
6.8.6	Apply strategies to overcome barriers to achieving a personal health goal.	
6.8.7	Implement strategies toward achieving a personal health goal (e.g., tracking progress, setting reminders, taking small steps, overcoming barriers, and revising the goal based on life circumstances).	
6.8.8	Apply effort, determination, and resilience toward achieving a personal health goal.	
7.8.1	Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury.	6-6,
7.8.2	Assess the ability to perform observable health and safety practices.	6-1, 6-3, 6-4, 6-5, 6-6, 6-8, 6-9, 6-10, Add-On E, Add-On F, Add-on G

7.8.3	Document personal health and safety habits and practices in a variety of settings and situations.	
7.8.4	Analyze the impact of making health and safety practices into personal health habits.	
8.8.1	Use valid and reliable information to identify advocacy positions that meet personal, family, peer, and school health needs.	6–6, 6–9,
8.8.2	Create an action plan with advocacy strategies related to a position that promotes personal, family, peer, and school health.	6–10,
8.8.3	Create an advocacy message about a position using valid and reliable information that support the health of self and others	6–6, 6–10,
8.8.4	Demonstrate how to adapt healthrelated messages to persuade different audiences.	
8.8.5	Demonstrate confidence (e.g., strong voice, body language) when persuading others to make health choices that enhance quality of life and promote equitable health opportunities for all.	6–6,
8.8.6	Collaborate with others to advocate for personal, family, peer, school, and community health.	6–6,