

GRADE 6

Student-Friendly Standards

- Standard 1: I have the knowledge to be healthy.
Standard 2: I can participate and play in a wide range of activities.
Standard 3: I know how to move correctly.
Standard 4: I am fit.
Standard 5: I can use what I know and make an impact on my health.
Standard 6: I use appropriate communication.
Standard 7: I practice healthy behaviors in school and on my own.

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”), followed by the corresponding standard(s).

Students in sixth grade learn and apply health-enhancing behaviors to the following health areas:

Healthy Dietary Habits

I understand the relationship between healthy food choices, weight management, and disease prevention. (K,1.1)
I can explain the importance of breakfast. (K,1.1)
I can identify a variety of healthy snacks and fast foods (K,1.4)
I can explain alternative food choices for people with food allergies. (K,1.5)
I can recognize and respect different cultural food choices, including vegetarianism. (K,1.2)
I can give reasons to maintain a healthy weight to reduce health risks. (R,1.1)
I can analyze the information on food labels. (R,1.4)
I can list the critical nutrients needed to maintain a healthy lifestyle. (K,5.1)
I can list examples of foods that contain each nutrient. (K,1.42)
I can evaluate media influence on health and nutritional issues. (R,5.6)
I can analyze advertisements depicting health and weight-related topics. (R,5.6)
I can identify propaganda techniques in food and health-related advertisements. (K,5.6)

Mental, Emotional and Social Health

I can list reasons why my feelings affect my health. (K,1.1)
I can explain general warning signs of depression. (K,1.1)
I can identify stress and stressors. (K,1.4)
I can list ways of coping with distress, sadness, or loss. (K,5.1)
I can model how to make good decisions in stressful situations. (S,6.5)
I can describe situations where peer influence occurs. (K,6.1)
I can list the steps in the decision making process. (K,5.1)
I can list my most important goals. (K,5.4)
I can analyze how the choices I make affect me and others in the future. (R,5.3)
I can communicate effectively with my peers, identifying the components of healthy and unhealthy relationships. (S,6.3)
I can ask questions or be questioned without taking it personally. (S,6.5)
I can develop a plan to establish limits and resist peer influence. (S,6.4)
I can be an active listener when someone tells me how they feel. (S,6.2)
I can respectfully disagree with others and provide positive feedback, as necessary (this includes refusal

skills). (S,6.4)
I can use “I messages” to explain how I feel. (S,6.3)
I can explain that people’s behaviors can be a result of many factors, including culture, family values, media, technology, and the community. (K,1.1)
I can explain methods of appropriate communication with different forms of social technology. (K,6.2)

Physical Growth and Development

** This curriculum is <i>REQUIRED</i> for both genders and will be delivered in a coed setting.
I can implement an action plan to avoid disease. (S,K, 1.2)
I can list common communicable diseases. (K,1.4)
I can identify ways to reduce the risk of common diseases. (K,1.1)
I can describe methods of good hygiene as my body changes during adolescence. (K,1.4)
I can explain the importance of bathing and using deodorant regularly. (K,1.1)
I can explain why I need to practice good oral hygiene. (K,1.4)
I can define puberty. (K,1.1)
I can discuss and respect changes that occur during puberty (female: menses, male: nocturnal emission). (S,6.2)
I can describe other issues that males and females sometimes experience during puberty. (K,1.1)
I can list proper safety equipment needed to support and protect female/male anatomy (cups, jocks/jills, sports bras). (K,1.4)
I can identify reproductive system anatomy. (K,1.2)
I can list and give the definition for each of the male and female reproductive organs. (K,1.2)
I can describe what happens during the menstrual cycle. (K,1.2)
I can list products needed for menstruation. (K,1.2)
I can explain how to safely use menstrual products. (K,1.4)
I can recognize misconceptions regarding the menstrual cycle. (K,R, 1.2)
I can explain why nocturnal emission happens. (K,1.2)
I can define nocturnal emission. (K,1.2)
I can define and explain fertilization. (K,1.2)
I can define and explain conception. (K,1.2)
I can illustrate the stages of fertilization and conception. (S,K,1.2)
I can identify and explain ways HIV/AIDS, is and is not transmitted. (K,1.1)
I can understand and describe ways HIV/AIDS affects the immune system. (R,K,1.1)
I can define abstinence. (K,1.1)
I can explain why abstinence is the best way to prevent STI including HIV/AIDS. (K,1.1)
I can explain reasons to choose abstinence. (R,K,5.3)
I can locate community health resources. (S,K,5.6)
I can list places in the school, community, and online to access credible and comprehensive health information and care. (K,5.6)

Safety and Injury Prevention

I can list ways to feel safe at school. <i>(R,6.5)</i>
I can identify the following forms of bullying: physical, social, written, intimidation, exclusion, and alienation. <i>(R,K,6.5)</i>
I can describe the effects of being bullied or harassed (emotional, physical, and social). <i>(1.1)</i>
I can recognize and provide suggestions in response to a bullying or harassing scenario. <i>(6.3)</i>
I can list resources to help myself or others stop being bullied or harassed. <i>(1.1)</i>
I can communicate appropriately using technology (email, texting, Myspace, FaceBook, etc.). <i>(5.6)</i>
I can recognize and respond to common emergency situations. <i>(K,S, 5.3)</i>
I can dial 911, as necessary. <i>(S, 5.3)</i>
I can notify appropriate school staff as needed. <i>(S,5.1)</i>
I can listen carefully to and follow explicit directions in an emergency situation. <i>(S,5.3)</i>

Substance Abuse Prevention

I can explain what I can do to avoid substance abuse. <i>(S,K,1.1,1.5)</i>
I can explain appropriate use of over-the-counter and prescription drugs. <i>(K,1.1)</i>
I can explain why people start using drugs and suggest other activities that meet that same need. (If stressed, instead of smoking, go for a walk or call a friend.) <i>(K,5.4)</i>
I can define tobacco and smokeless tobacco, marijuana, and inhalants and how they are used/misused. <i>(K,1.1)</i>
I can identify the physical effects of tobacco, smokeless tobacco, second-hand smoke, marijuana, and inhalants. <i>(K,1.1)</i>
I can explain why the usage of tobacco, smokeless tobacco, second-hand smoke, marijuana, and inhalants can change the way I think, feel, and am active. <i>(K,R,1.1)</i>
I can explain how tobacco, smokeless tobacco, marijuana, and inhalant use can affect my relationships. <i>(K,R,5.3)</i>
I can role-play situations that promote a drug-free lifestyle (free of substance use/abuse). <i>(S,6.3)</i>

Active Life Styles

I can demonstrate the followings skills: leap, roll, balance, transfer weight, bat, volley, hand and foot dribble, and strike a ball with a paddle. <i>(S, 2.1)</i>
I can demonstrate the ability to consistently throw and catch a ball. <i>(S, 2.1)</i>
I can throw a variety of objects demonstrating accuracy. <i>(S, 2.1)</i>
I can demonstrate the ability to perform rhythmic routines. <i>(S, 2.1)</i>
I can monitor aerobic activity using a variety of techniques, such as heart rate monitors, step counters, or other technology. <i>(S, 4.4)</i>
In a small group, I can keep an object continuously in the air without catching it. <i>(S, 2.1)</i>
I can play small group games that involve cooperating with others to enhance sport-specific skills. <i>(S,2.1)</i>
I can use basic offensive and defensive strategies in non-complex settings. <i>(S, 3.3)</i>
I can recognize general characteristics of movement patterns that can be applied to specific settings (similarity of ready position in striking). <i>(K, 3.1)</i>
I can identify proper warm-up and cool-down techniques and the reasons for using them. <i>(K, 3.1)</i>
I can identify and follow safety rules while playing sports and games. <i>(K, 3.3)</i>
I can participate in moderate to vigorous physical activity in a variety of settings. <i>(S, 4.1)</i>
I can understand that fitness improvement is an individual process. <i>(K, 4.2)</i>
I can begin to develop strategies for the improvement of selected fitness components to include: muscle

strength, muscle endurance, flexibility, cardio/respiratory endurance, and body composition. (S, 4.2)
I know about ways to assess health-related components of fitness (fitness testing). (K, 4.4)
I can participate daily in some form of health-enhancing physical activity. (S, 7.1)
I can identify ways to work with others in a sport activity to achieve common goals. (K, 7.4)
I can resolve conflicts in socially acceptable ways using the steps to resolve conflict. (R, 6.5)
I can work cooperatively with peers of varying skills levels and backgrounds. (S, 7.4)
I can develop and write personal goals for fitness and a healthy lifestyle. (P, 4.3)
Lifetime Sports
Examples include: Archery, Biking, Bowling, Combatives, Cross Country and Downhill Skiing, Dance, Fly Fishing, Folf, Geocaching/Orienteering, Golf, Hiking, Ice Fishing, Ice Skating, Prusiking, Rock Climbing, Snow Shoeing, Swimming, Table Tennis, Ultimate Frisbee, and Yoga.
I can participate in a variety of activities including team and dual sports, strength training and conditioning, cooperative games, rhythms, and lifetime recreational sports. (S,7.1)
I can demonstrate the ability to catch, dribble with hand and foot, kick, strike, throw, and volley using mature motor patterns. (S,21.)
I can demonstrate the ability to perform rhythmic routines. (S,2.1)
I can continuously strike a ball to a wall or partner with a racquet or paddle using both forehand and backhand. (S,2.1)
I can perform moderate to vigorous physical activity in a variety of settings. (K, S,4.1)
I can apply the FITT formula (frequency, intensity, time and type) to my fitness goals. (K, S,4.2)
I can use fitness test results to check my own health and create my own goals. (S, P,4.3)
I can monitor aerobic activity using a variety of techniques, such as heart rate monitors, pedometers, or other technology. (K, S,4.2)
I choose to participate daily in some form of physical activity. (P,7.1,7.3)
I can identify strategies to improve personal and family health. (K,7.5)
I can model teamwork in a sport activity to achieve common goals. (S,7.4)
I can demonstrate good sportsmanship and positive attitude while participating in a group activity. (S, R,5.2,6.2)
I can participate in a variety of health-enhancing physical activities in both school and non-school settings. (S,4.1,7.1,7.2,7.4)
I can participate in physical activities that contribute to the attainment of personal goals. (S)
I can pursue health-enhancing activities in the community. (S, R)
I can become familiar with a variety of aerobic forms. (K)
I can combine skills competently to participate in each of the following: team, dual, and individual sports; strength and conditioning; outdoor pursuits; and rhythms. (S,2.1)
I can demonstrate skills, strategies, and rules of a variety of lifetime activities which emphasize individual and outdoor pursuits to a degree that makes the activity enjoyable. (S,7.1,7.2,7.3)
I can understand and apply movement concepts, principles, and game strategies. (K,3.1,3.2)
I can participate in physical activities that contribute to the attainment of personal goals. (S,7.1,7.4)
I can analyze time, costs, and accessibility factors related to regular participation in fitness pursuits within the community. (S,4.1)
I can analyze my movement in order to improve my skills. (R,3.1)
I can develop a plan to improve my performance. (P,3.1)
I can explain how sportsmanship plays a part in the activity. (R,7.2)
I can practice safety factors while participating in the physical activity. (S,3.1)
I can recognize the value of a positive social environment while participating in activities with others of

diversity. (K,6.5)
I can demonstrate responsible behavior. (S,6.5)
I can function independently and be a positive influence on others in activities. (S,6.2)
Fitness Activities
Examples include: Aerobic Activities, Agility Training, Balance, Bosu Ball, Cardio-Dance, Cardio-Kickboxing, Cross-Fit, Flexibility, Pilates, Rock Climbing, Speed, Step Aerobics, Strength Training, Weight Training, Yoga
I can develop, design, and refine a personal fitness program. (P,4.3)
I can apply the FITT formula to creating a fitness program. (R,4.3)
I can analyze my current fitness level through the use of FitnessGram. (R,4.2)
I can describe training principles. (K,4.4)
I can describe how the heart reacts to exercise. (R,1.2)
I can compare and contrast aerobic and anaerobic activity. (K,4.4)
I can demonstrate a variety of aerobic forms. (S,4.1)
I can sustain an aerobic workout for a minimum of 30 minutes. (S,4.1)
I can demonstrate the skills for a variety of fitness activities. (S,4.1)
I can analyze the time, costs, and accessibility factors related to a pursuit of fitness activities. (R,4.2)
I can participate in a variety of lifetime fitness activities outside of school. (S,4.1)
I can analyze discipline-specific information to improve a personal performance. (R,3.1)
I can analyze my movement in order to improve my skills. (R,3.1)
I can recognize the value of positive social environment while participating in activities with others of diversity. (K,6.5)
I can demonstrate responsible behavior. (S,6.2)
I can function independently and be a positive influence on others in activities. (S,6.3)
I can recognize the health-related fitness components for the activity. (K,4.1)
I can practice safety while participating in the physical activity. (S,3.3)
Racquet Sports
Examples include: Badminton, Eclipse Ball, Pickle Ball, Racquetball, Squash, and Tennis.
I can demonstrate the proper grips used for a variety of shots. (S,2.1)
I can demonstrate proper techniques for various strokes. (S,2.1)
I can demonstrate proper service techniques. (S,2.1)
I can recall teaching cues when performing various strokes and serves. (K,3.1)
I can explain which strokes are offensive and defensive in nature. (R,3.2)
I can explain the activity's terminology and rules. (K,3.2)
I can analyze my movement in order to improve my skills. (R,3.1)
I can develop a plan to improve my performance. (P,3.1)
I can explain how sportsmanship plays a part in the activity. (R,7.2)
I can recognize the health-related fitness components for the activity. (K,4.1)
I can practice safety factors while participating in the physical activity. (S,3.3)
I can recognize the value of a positive social environment while participating in activities with others of diversity. (K,6.5)
I can demonstrate responsible behavior. (S,6.2)
I can function independently and be a positive influence on others in activities. (S,7.4)
Team Sports
Examples include: Basketball, Broomball, Eclipse Ball, Floor Hockey, Football, International Games, Lacrosse, Quad Ball, Touch Rugby, Soccer, Softball, Speedball, Team Handball, Ultimate

Frisbee, Volleyball

I can demonstrate proficiency in the fundamental skills of a variety of team sports. (S,3.1)

I can be a positive team member in team sport activities. (S,3.2)

I can include all teammates in team sport activities. (S,6.2)

I can show self-control during team sport activities. (S,6.2)

I can describe the rules of a variety of team sports. (S,6.2)

I can demonstrate knowledge of the rules for a variety of team sports. (S,3.2)

I can apply movement concepts and principles to improve personal skills. (S,4.2)

I can be an active teammate during team sport activities. (S)

I can demonstrate an understanding of my team role during team sport activities. (S,3.3)

I can demonstrate game strategies in a variety of team sport activities. (S,3.2)

I can explain the activity's terminology and rules. (K,3.2)

I can analyze my movement in order to improve my skills. (R,3.1)

I can develop a plan to improve my performance. (P,3.1)

I can explain how sportsmanship plays a part in the activity. (R,7.2)

I can recognize the health-related fitness components for the activity. (K,4.1)

I can practice safety while participating in the physical activity. (S,3.3)

I can recognize the value of a positive social environment while participating in activities with others of diversity. (K,6.5)

I can demonstrate responsible behavior. (S,6.2)

I can function independently and be a positive influence on others during activities. (S,7.4)