

**Sixth Grade**

**Comprehensive Health**



## **Colorado Academic Standards Comprehensive Health and Physical Education Standards**

"In the great work of education, our physical condition, if not the first step in point of importance, is the first in order of time. On the broad and firm foundation of health alone can the loftiest and most enduring structures of the intellect be reared." ~Horace Mann

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"We know what the Greeks knew: that intelligence and skill can only function at the peak of their capacity when the body is healthy and strong, and that hardy spirits and tough minds usually inhabit sound bodies." ~John F. Kennedy

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Preparing students for the 21<sup>st</sup> century cannot be accomplished without a strong and sustained emphasis on all students' health and wellness. It no is longer acceptable to think of "gym class" and "hygiene lessons." Today's world has exploded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. Health and physical education prepare students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for one's health and fitness through an active, healthy lifestyle that fosters a lifelong commitment to wellness.

Health education and physical education are separate disciplines, each with a distinct body of knowledge and skills. However, the two disciplines are naturally interdisciplinary and clearly complement and reinforce each other to support wellness. Schools have a unique role and responsibility to address both health and physical education from preschool through twelfth grade to instill and reinforce knowledge and skills needed to be healthy and achieve academically.

Colorado's comprehensive health and physical education standards lay out a vision for these vitally important disciplines, and describe what all students should know and be able to do at each grade level through eighth grade and in high school. The authors of this document were preschool through twelfth-grade educators, higher education professors, business representatives, and community members. The group developed a set of competencies starting with "the end in mind." What concepts and skills would a "prepared graduate" in the 21st century possess when he or she left high school? The answers to this question framed the work that led to the development of four standards in comprehensive health and physical education for preschool through twelfth grade.

## Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21<sup>st</sup> century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

**Prepared Graduate Competencies:** The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Standard:** The topical organization of an academic content area.

**High School Expectations:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

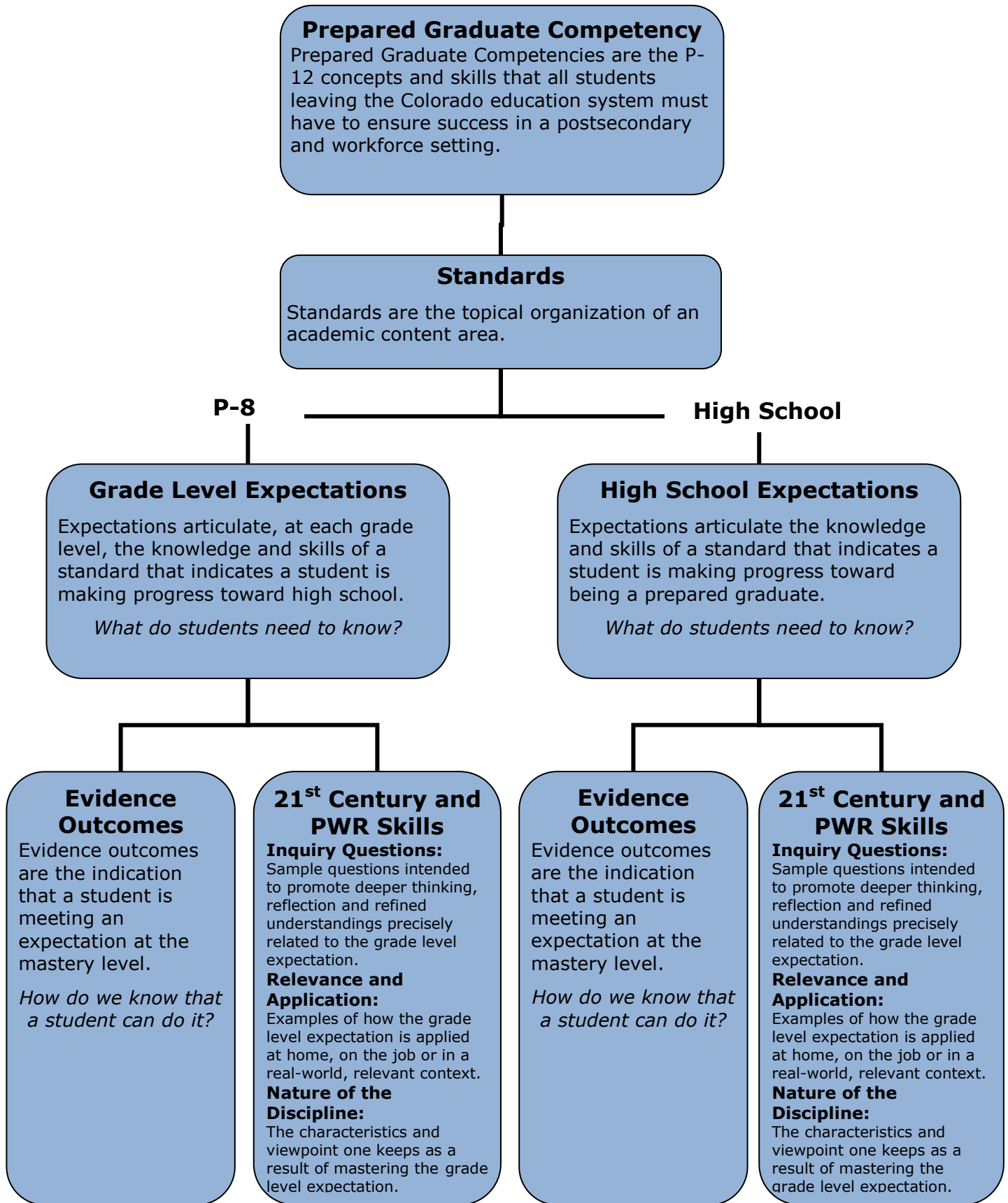
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

- ***Inquiry Questions:***  
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***  
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***  
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

### High School and Grade Level Expectations

**Concepts and skills students master:**

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Relevance and Application:**

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

**Nature of the Discipline:**

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## **Prepared Graduate Competencies in Comprehensive Health and Physical Education**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduates in Movement Competence and Understanding:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

### **Prepared Graduates in Physical and Personal Wellness:**

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

### **Prepared Graduates in Emotional and Social Wellness:**

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

### **Prepared Graduates in Prevention and Risk Management:**

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

## **Colorado Academic Standards Comprehensive Health and Physical Education**

The Colorado Academic Standards in comprehensive health and physical education are the topical organization of the concepts and skills every Colorado student should know and be able to do throughout their preschool through twelfth-grade experience.

### **1. Movement Competence and Understanding (Physical Education)**

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

### **2. Physical and Personal Wellness (Shared Standard)**

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

### **3. Emotional and Social Wellness (Shared Standard)**

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

### **4. Prevention and Risk Management (Shared Standard)**

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

The standards are organized in the following manner:

- **Physical Education Standards**
  1. Movement Competence and Understanding
  2. Physical and Personal Wellness
  3. Emotional and Social Wellness
  4. Prevention and Risk Management
  
- **Comprehensive Health Education Standards**
  2. Physical and Personal Wellness
  3. Emotional and Social Wellness
  4. Prevention and Risk Management

# Comprehensive Health

## Grade Level Expectations at a Glance

**Standard**                      **Grade Level Expectation**

<b>Sixth Grade</b>	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Access valid and reliable information, products, and services to enhance healthy eating behaviors</li> <li>2. Access valid and reliable information regarding qualities of healthy family and peer relationships</li> <li>3. Comprehend the relationship between feelings and actions</li> <li>4. Analyze how positive health behaviors can benefit people throughout their life span</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Understand how to be mentally and emotionally healthy</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Analyze the factors that influence a person’s decision to use or not use alcohol and tobacco</li> <li>2. Demonstrate the ability to avoid alcohol, tobacco, and other drugs</li> <li>3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention</li> <li>4. Demonstrate ways to advocate for safety, and prevent unintentional injuries</li> </ol>



## **21<sup>st</sup> Century Skills and Readiness Competencies in Comprehensive Health and Physical Education**

### **Colorado's Description of 21st Century Skills**

Colorado's description of 21<sup>st</sup> century skills is a synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Comprehensive health and physical education are inherently demonstrated in each of Colorado's 21<sup>st</sup> century skills, as follows:

#### Critical Thinking and Reasoning

Health and physical education are disciplines grounded in critical thinking and reasoning. Developing and maintaining lifelong wellness habits involves decision-making and communication skills that sometimes can determine life-and-death outcomes. The skills and knowledge gained in health and physical education provide the structure that makes it possible to prevent risk behavior and adopt healthy lifestyles. Without good health and physical activity, critical thinking and reasoning are compromised.

#### Information Literacy

The disciplines of health and physical education equip students with the tools and habits of mind to organize and interpret a multitude of rapidly changing information resources. Students who are literate in health and physical education can analyze effectively primary and secondary sources, detect bias, use learning tools, including technology and media, and clearly communicate thoughts using sound reasoning.

#### Collaboration

The health and physical education content areas directly involve students in teams, problem-solving groups, and community connections to support the overall health of the individual and the community. Students offer ideas, strategies, solutions, justifications, and proofs for others to evaluate. In turn, students use feedback to improve performance and interpret and evaluate the ideas, strategies, solutions, and justifications of others.

#### Self-Direction

Understanding and participating in health and physical education requires a productive disposition, curiosity, personal motivation, and self-direction. Health and physical education are more than passive learning. Individual active participation, practice, and competence are underlying principles of these content areas.

#### Invention

The health and physical education disciplines are a dynamic set of content area disciplines, ever expanding with new research, ideas, and understandings. Invention is the key element of the expansion as students make and test theories and skills, create and use tools, search for patterns and themes, and make connections among ideas, strategies, and solutions.

## **Colorado’s Description for School Readiness**

*(Adopted by the State Board of Education, December 2008)*

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

## **Colorado’s Description of Postsecondary and Workforce Readiness**

*(Adopted by the State Board of Education, June 2009)*

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

## **How These Skills and Competencies are Embedded in the Revised Standards**

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

**Inquiry Questions** – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

**Relevance and Application** – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

**Nature of Discipline** – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

## 2. Physical and Personal Wellness

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduates in the Physical and Personal Wellness standard are:**

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 2. Physical and Personal Wellness in Health**

**Prepared Graduates:**  
 ➤ Apply knowledge and skills to engage in lifelong healthy eating

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 1. Access valid and reliable information, products, and services to enhance healthy eating behaviors

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Distinguish accurate nutrition information from inaccurate information (DOK 1-2)
- b. Evaluate the nutrition information on food labels to compare products (DOK 1-3)
- c. Demonstrate the ability to access people or sources of accurate information and reliable advice regarding healthy eating (DOK 1-3)

**Inquiry Questions:**

1. Who has the final say on what is "healthy" food?
2. If food is labeled with nutritional information all over the country, why do some states have higher rates of obesity?
3. Does posting nutritional information on products and in restaurants change behavior?

**Relevance and Application:**

1. Advertisements are designed to sell products not necessarily to provide accurate health information.
2. Family members, health professionals, organizations, books, dietary guidelines,
3. "Nutrition Facts" labels help to identify healthy food choices and eating behaviors.

**Nature of Health:**

1. The ability to discriminate between false advertising and accurate information is key for lifelong healthy food choices

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 2. Physical and Personal Wellness in Health**

**Prepared Graduates:**  
 ➤ Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 2. Access valid and reliable information regarding qualities of healthy family and peer relationships

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Describe the benefits of healthy relationships (DOK 1-2)
- b. Describe how peer relationships may change during adolescence (DOK 1-3)

**Inquiry Questions:**

1. How does it feel when a friendship ends?
2. How do I cope with conflict within my family or with my friends?
3. How do healthy relationships contribute to overall wellness?

**Relevance and Application:**

1. Analyze how technological advances provide increased opportunities to develop relationships
2. Discuss the various ways we communicate with one another and how that impacts human relationships
3. Relationships affect your physical, mental, emotional, and social well-being.

**Nature of Health:**

1. Understanding the various aspects of human relationships assists in making healthy choices

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 2. Physical and Personal Wellness in Health**

**Prepared Graduates:**  
 ➤ Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 3. Comprehend the relationship between feelings and actions

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Identify sexual feelings common to young adolescents, and differentiate between having sexual feelings and acting on them (DOK 1-3)</li> <li>b. Discuss possible physical, social, and emotional impacts of adolescent sexual activity (DOK 1-4)</li> <li>c. Describe behaviors that place one at risk for HIV/AIDS, sexually transmitted diseases (STDs), or unintended pregnancy (DOK 1-3)</li> <li>d. Describe the need to have clear expectations, boundaries, and personal safety strategies (DOK 1-3)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. Is sexual health a difficult topic to discuss?</li> <li>2. How do I figure out my personal beliefs about sexual activity?</li> <li>3. What do you need to help you effectively communicate with a trusted adult about sexual and reproductive health?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Attitudes about sexuality are influenced by families, peers, and the media</li> <li>2. Relationships with friends and family members can influence decision-making in positive and negative ways.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Learning about sexuality and discussing sexual issues is critical for health.</li> <li>2. There are many physical, emotional, and social implications associated with engaging in sexual activity.</li> </ul>

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 2. Physical and Personal Wellness in Health**

**Prepared Graduates:**  
 ➤ Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 4. Analyze how positive health behaviors can benefit people throughout their life span

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Explain the concepts of the food pyramid such as nutrient-rich foods being balanced with physical activity (DOK 1-2)</li> <li>b. Analyze the short and long-term benefits and consequences of healthy eating and physical activity (DOK 1-4)</li> <li>c. Summarize personal strategies for reducing sun damage as well as hearing and vision damage (DOK 1-2)</li> <li>d. Explain the benefits of good hygiene practices for promoting health and maintaining social relationships (DOK 1-3)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. What are the most important determinants of mortality?</li> <li>2. Why are there so many health problems in the U.S. caused by poor nutrition and inactivity in spite of available information?</li> <li>3. What are the different energy requirements of different ages and different activity levels?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Physical activity improves physical, mental and cognitive health.</li> <li>2. Sunscreens come in different protection levels to accommodate individual skin-types and burn rate.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. People who eat a healthy diet, are physically active and do not smoke have a greatly reduced incidence of morbidity and mortality.</li> </ul>

### 3. Emotional and Social Wellness

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

#### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Prepared Graduates in the Emotional and Social Wellness standard are:**

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings



**Content Area: Comprehensive Health and Physical Education**  
**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**

- Utilize knowledge and skills to enhance mental, emotional, and social well-being

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

1. Understand how to be mentally and emotionally healthy

**Evidence Outcomes**

**Students can:**

- a. Explain the interrelationship of physical, mental, emotional, social, and spiritual health (DOK 1-4)
- b. Analyze the relationship between feelings and behavior (DOK 1-4)
- c. Explain appropriate ways to express needs, wants, and feelings (DOK 1-4)
- d. Explain the causes, symptoms, and effects of anxiety and depression (DOK 1-2)
- e. Identify feelings of depression, sadness, and hopelessness for which someone should seek help (DOK 1-2)
- f. Identify feelings and emotions associated with loss and grief (DOK 1)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Why do feelings affect behavior?
2. How can a person control their feelings?
3. How can the expression of feelings or emotions help or hurt you and others?
4. Are mental health problems as real/valid as other health problems?
5. When is it normal to experience anxiety? Depression?

**Relevance and Application:**

1. Role-playing activities allow individuals to explore how they might react to unfamiliar situations.
2. Being aware of one's own feelings and of being sensitive to the feelings of others is important.

**Nature of Health:**

1. Physical, mental, emotional, social, and spiritual health are interrelated.
2. Mental and emotional problems are often regarded as less important than physical problems but can be just as debilitating.
3. Feelings of sadness and grief are normal.

## 4. Prevention and Risk Management

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduates in the Prevention and Risk Management standard are:**

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 4. Prevention and Risk Management in Health**

**Prepared Graduates:**  
 ➤ Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 1. Analyze the factors that influence a person’s decision to use or not to use alcohol and tobacco

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Analyze internal influences such as genetics, personality, and risk-seeking behaviors on alcohol and tobacco use (DOK 1-4)</li> <li>b. Analyze external influences on alcohol and tobacco use (DOK 1-4)</li> <li>c. Analyze the influence of exercise, nutrition, and social relationships on alcohol and tobacco (DOK 1-4)</li> <li>d. Analyze various strategies the media use, including advertisements and movies, to encourage or discourage tobacco and alcohol (DOK 1-4)</li> <li>e. Identify common mixed messages about alcohol in the media such as “drink responsibly” messages (DOK 1-2)</li> <li>f. Analyze the perception versus the reality of alcohol use in adolescents (DOK 1-4)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How does alcohol affect the body?</li> <li>2. If everyone had the most accurate information available, would they still use alcohol or tobacco?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Historically, alcohol and tobacco were not considered harmful.</li> <li>2. Social networks can support positive decision making.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Behaviors are affected by heredity, environment and lifestyle.</li> </ul>

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 4. Prevention and Risk Management in Health**

**Prepared Graduates:**

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

2. Demonstrate the ability to avoid alcohol, tobacco, and other drugs

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate decision-making skills that lead to being substance-free (DOK 1-3)</li> <li>b. Demonstrate effective, assertive refusal skills in refusing tobacco, alcohol, drugs, and other substances (DOK 1-3)</li> <li>c. Explain how decisions about substances affect relationships (DOK 1-3)</li> <li>d. Identify and summarize positive alternatives to substance use (DOK 1-3)</li> <li>e. Demonstrate planning skills for avoiding alcohol, tobacco, and other drugs (DOK 1-3)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. Why is it important to be accountable for decisions about substance use?</li> <li>2. What would you say to a friend who asked you to try a cigarette when you did not want to?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Learning to respectfully and assertively communicate sets the foundation for healthy choices.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Learning to respectfully and assertively communicate sets the foundation for healthy choices.</li> <li>2. Good decision making involves personal efficacy, accurate information, and skill development.</li> </ul>

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 4. Prevention and Risk Management in Health**

**Prepared Graduates:**  
 ➤ Apply knowledge and skills that promote healthy, violence-free relationships

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders</li> <li>b. Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, or violence</li> <li>c. Describe strategies to avoid physical fighting and violence</li> <li>d. Identify a variety of nonviolent ways to respond when angry or upset</li> <li>e. Demonstrate the ability to identify a trusted adult to whom school or community violence should be reported (DOK 1-3)</li> <li>f. Describe the dangers of and actions to be taken if weapons are seen or suspected in schools (DOK 1-2)</li> <li>g. Demonstrate ways of solving conflicts nonviolently such as conflict resolution and diffusion (DOK 1-3)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How can one person reduce violence?</li> <li>2. What are positive and negative effects of weapons on society?</li> <li>3. What situations lead to physical fighting and violence?</li> <li>4. Why is it my job to stop violence?</li> </ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. The presence of weapons increases the risk of serious injuries.</li> <li>2. There are school and community resources to help with violence issues.</li> </ul> <p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.</li> </ul>

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 4. Prevention and Risk Management in Health**

**Prepared Graduates:**  
 ➤ Apply personal safety knowledge and skills to prevent, and treat unintentional injury

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 4. Demonstrate ways to advocate for safety, and prevent unintentional injuries

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate the ability to identify and correct safety hazards at home, in school, and in the community (DOK 1-3)</li> <li>b. Demonstrate ways to campaign to help to promote safety, and prevent unintentional injuries (DOK 1-3)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. Is it possible to create schools and communities that are totally safe?</li> <li>2. Would it be desirable to create these totally safe communities?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Advocate for safe efficient transportation for all users surrounding your school.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Helping my community through advocacy efforts for safety positively affects others and may inspire others to advocate for safety concerns</li> </ul>

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