

Catholic Identity Standards

6.1 Catholic identity standards. The student understands and integrates the content of what is learned through physical education into their faith and daily life.*

Ways to Grow	6.1(VL) S.K6 GS1(CNS)	exhibit care and concern at all stages of life for each human person as an image and likeness of God *
	6.1(VL) S.K6 GS3(CNS)	value the human body as the temple of the Holy Spirit *
	6.1(VL) H.K6 DS3(CNS)	demonstrate respect and solicitude to individual differences among students in the classroom and school community *
	6.1(VL) H.712 GS5(CNS)	display personal self-worth and dignity as a human being and as part of God’s ultimate plan of creation *
	6.1(VL) H.712 IS3(CNS)	analyze how life experiences and life choices create a personal history with eternal consequences *

Physical Health

6.2 Physical health. The student demonstrates knowledge and skills to make healthy decisions that reduce health risk and enhance health.

Application	Instructional Focus
<p>6.2A Body Systems examine the structure, function, and relationships of body systems and their relevance to personal health</p>	<p>6.2A.1 identify and describe the major structures of the renal and urinary systems</p> <p>6.2A.2 identify ways to promote renal health</p>
<p>6.2B Nutrition identify and explain healthy eating strategies for enhancing and maintaining personal health</p>	<p>6.2B.1 compare the Recommended Daily Allowance (RDA) of macronutrients for adolescent males and females and analyze the benefits of following recommended daily allowances</p> <p>6.2B.2 explain ingredients in foods that may cause an allergic reaction and promote the understanding of the impact of food allergies on individuals</p>
<p>6.2C Physical Health obtain, process, and understand basic physical activity information needed to make health promoting decisions</p>	<p>6.2C.1 describe causes of heart disease, cancer, and diabetes and identify strategies to prevent these conditions</p> <p>6.2C.2 identify and describe influences on personal health choices</p>

Mental Health and Wellness

6.3 Mental health and wellness. The student will apply strategies to develop socio-emotional health, self-regulation, and healthy relationships.

Application	Instructional Focus
<p>6.3A Mental Wellness/Social Emotional Skills identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships</p>	<p>6.3A.1 define mental health and describe what it means to be mentally healthy</p> <p>6.3A.2 explain the importance of personal boundaries and practice ways to communicate and respect personal boundaries</p> <p>6.3A.3 create a plan to manage stress and criticism</p> <p>6.3A.4 explain the importance of understanding the feelings and perspectives of others and demonstrate ways to show respect for individual differences, opinions, and beliefs</p> <p>6.3A.5 describe how culture, media, and other external factors influence perceptions about body image</p> <p>6.3A.6 define personal strengths and areas for growth, set and monitor a personal goal to address one area</p>

Safety and Prevention

6.4 Safety and prevention. The student describes ways to prevent common childhood injuries and health problems.

Application	Instructional Focus
<p>6.4A Disease Prevention understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make decisions</p>	<p>6.4A.1 evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance</p> <p>6.4A.2 explain the impact of weather- or climate-related physical conditions on individuals and describe ways to prevent these conditions</p>

Snapshot

Grade 6 Health

<p>6.4B Safety & Injury Prevention identify and demonstrate safety and first aid knowledge to prevent and treat injuries</p>	<p>6.4B.1 identify strategies to prevent injuries during various activities 6.4B.2 describe and demonstrate basic first aid and emergency procedures for common injuries 6.4B.3 use decision a decision-making process to determine when medical assistance is needed 6.4B.4 explain the need for school safety drills exploring potential consequences of following and not following safety protocols</p>
<p>6.4C Violence Prevention understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety</p>	<p>6.4C.1 analyze the role of emotions and media influences on conflict and violence 6.4C.2 describe the possible effects of bullying and cyberbullying 6.4C.3 explain the importance of family, peers, community, and the media on preventing bullying and cyberbullying</p>
<p>6.4D Substance Abuse Prevention understand the difference between use and misuse of different substances and their impact on health</p>	<p>6.4D.1 differentiate between proper use and misuse of prescription and nonprescription medications 6.4D.2 describe where to access accurate information about the use of medication 6.4D.3 define addiction and substance abuse and describe their characteristics 6.4D.4 differentiate between legal and illegal drugs and describe the dangers illegal in the community and nation 6.4D.5 identify the benefits of a smoke and tobacco/nicotine-free environment 6.4D.6 identify mental and health professionals and explain their role in preventing the use/abuse of illegal drugs, alcohol, tobacco, and inhalants</p>

Environmental Health	
<p>6.5 Community and environmental health. The student explains the environmental impact on health.</p>	
Application	Instructional Focus
<p>6.5A Community Health describe ways in which safe and healthy school and community environments can promote personal health</p>	<p>6.5A.1 explain the role of the Environmental Protection Agency (EPA), local agencies, and all individuals in protecting and preserving the environment 6.5A.2 assess environmental health and safety issues in the community and develop a plan to work collaboratively with peers, family, and community groups to address one of these issues</p>