

**Health and Physical Education****HEALTH AND PHYSICAL EDUCATION  
GRADE 6**

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

Health and Physical Education 6 focuses on the development of basic skills for use in individual and team sports as well as the improvement of physical fitness levels. These include cooperative learning, individual and dual activities, team activities, dance and fitness, and maintaining a healthy level of wellness. A fitness test will be administered each semester to determine a student's healthy wellness zone. Components tested are the pacer; curl-ups; trunk lift; push-ups; and back saver sit and reach skills. The WELNET student/parent report will be accessible to parents/guardians via the web-based program WELNET located at [www.focusedfitness.org](http://www.focusedfitness.org). The report will be available in the fall after the completion of the initial pre-testing period and again in the spring, after the year-end post-testing period. Parents should be reminded to check the website for the student/parent report. Paper copies will be sent to parents who do not have internet access. All students will receive a parent report at the end of each semester.

Health topics include: Aggressors, Victim, and Bystanders (AVB) program; Personal Fitness-Health/Wellness; Nutrition and Emotional Health-Diet and Weight Control; Health Risk Behaviors-Disease, Drug/Alcohol, and Personal Choices; Managing Personal and Family Health-Body Systems, Safety, Relationships, and Hygiene; Community Health and Wellness-Family/Community, and Consumerism.

The Family Life Education (FLE) program is implemented during the second semester of the health program. Prior to the beginning of the program, students receive information in their schools to take home to their parents/guardians. This information includes the dates of instruction for the program as well as more specific information related to the Opt-Out Program. The Opt-Out program offers parents/guardians the opportunity to withdraw their children from the family life education program if they do not wish them to participate in some or all of the lessons. Since individual schools schedule the dates for their FLE instruction, deadlines for opting-out of the program will vary. However, requests must be in writing to be honored at any time the family life program.

The sixth grade Family Life Education program focuses on the topics of human reproduction, fetal development, the transmission of HIV and prevention of AIDS as well as the recognition of child abuse and neglect.

**PREREQUISITE**

None

**OPTION FOR NEXT COURSE**

*Health and Physical Education, Grade 7*

**REQUIRED STUDENT TEXTBOOK**

*Teen Health: Course 1, Glencoe (2005)*

*Adapted physical education is provided for students certified by a doctor as being unable to participate in the regular program.*

# HEALTH GRADE 6

## Personal Fitness

### *Health/Wellness*

#### VA SOL

- 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness;
- 6.1.c The effects of environmental influences on personal health;
- 6.4.a The relationships among personal actions, self-image, and personal success;
- 6.6 The student will access and analyze information for the purpose of improving personal and family health;
- 6.6.a Assessment of personal and family wellness.

#### VBO

- 6.1 Distinguish the relationship between health and wellness. **(SOL 6.1, 6.1c, 6.4.a, 6.6, 6.6.a)**
- 6.1.1 Differentiate the relationships between mental/emotional, social, spiritual/cultural and physical health.
- 6.1.2 Express the concept of wellness.
- 6.1.3 Analyze factors that play a role in total health.
- 6.1.4 Examine current health/environmental issues that affect students' lives in relation to physical, social and cultural.
- 6.1.5 Dissect components of self-image and its relationship to your overall health.

## Nutrition and Emotional Physical Health

### Diet/Weight Control

#### VA SOL

- 6.2.a Relationships of the United States Department of Health and Human Services Dietary Guidelines for Americans to personal eating habits;
- 6.3.f Issues related to body image and weight management.

#### VBO

- 6.2 Evaluate the components of a healthy diet. **(SOL 6.2.a, 6.3.f)**
- 6.2.1 Explain the dietary guidelines and how they relate to healthy eating habits.
- 6.2.2 Explain the importance of Recommended Daily Allowances (RDA) and how it may vary with age and activity levels.
- 6.2.3 Determine Body Mass Index (BMI).
- 6.2.4 Investigate the components of a food label, understand what's meant by serving size, and how it is determined.
- 6.2.5 Explore body image, factors that affect it, and methods of determining healthy body weight.
- 6.2.6 Explain the relationship between nutrition/exercise and weight control.
- 6.2.7 Analyze personal caloric intake and output.
- 6.2.8 Analyze factors that influence food choice.
- 6.2.9 Describe eating disorders: malnutrition, anorexia nervosa, and bulimia.

## Health Risk Behaviors

### *Disease*

#### VA SOL

- 6.1.e Prevention of communicable and non-communicable diseases.
- 6.2.c The effects of disease on the functions of the body;

#### VBO

- 6.3 Discuss the causes, treatment, and prevention of communicable and non-communicable diseases. **(SOL 6.1.e, 6.2.c)**
- 6.3.1 Explain how the natural body defenses work to fight disease.

# HEALTH GRADE 6

## *Drugs/Alcohol*

### VA SOL

- 6.1.d Refusal strategies related to alcohol, tobacco, and other drugs;
- 6.2.d The relationship of drugs, alcohol, tobacco, inhalants, and other harmful substances to body functioning;
- 6.2.e The positive and negative effects of prescription and over-the-counter medications on body functioning;
- 6.6.d Interpretation of the contraindications for prescription drugs and over-the-counter medicines.

### VBO

- 6.4 Assess the harmful effects of substance abuse on the body. **(SOL 6.1.d, 6.2.d, 6.2.e, 6.6.d)**
- 6.4.1 Evaluate strategies for avoiding alcohol and tobacco, and outline appropriate refusal skills.
- 6.4.2 Select/infer reasons why adolescents would use alcohol or tobacco.
- 6.4.3 Identify potency, expiration, absorption and elimination rate and their meaning in regards to medicine use.
- 6.4.4 Evaluate the health risks of use/misuse of prescription drugs and over-the-counter drugs.
- 6.4.5 Identify the role of the Food and Drug Administration (FDA) in relation to over-the-counter drugs.
- 6.4.6 Explain the meaning/effects of hallucinogens, designer drugs, narcotics, stimulants, depressants, and cannabis.

## *Personal Choices/AVB/Relationships*

### VA SOL

- 6.1.a The importance of significant friends or adult mentors;
- 6.1.b The relationship between self-image and gang-related behaviors;
- 6.3 The student will describe the connections between mental and physical development as they relate to adolescence.
- 6.3.a The effects of stress;
- 6.3.b Respect for individual differences;
- 6.3.c Positive and negative responses to criticism;
- 6.3.d The effects of peer pressure;
- 6.3.e The effects of bullying;
- 6.4 The student will analyze the consequences of personal choices on health and wellness;
- 6.4.b The importance of accepting responsibility for personal actions;
- 6.4.c The use of resistance skills to avoid violence, gangs, weapons, and drugs;
- 6.5.e Awareness of behaviors that can result in violent acts;
- 6.7.c Development of conflict-resolution skills;
- 6.7.d Respect for the opinions and beliefs of other individuals;

### VBO

- 6.5 Address self-image, stress and importance of friends/mentors when developing conflict resolution skills in order to avoid acts of violence. **(SOL 6.1.a,b, 6.3,a,b,c,d,e, 6.4,b,c, 6.5.e, 6.7.c,d)**
- 6.5.1 Identify the importance of significant friends or adult mentors.
- 6.5.2 Explain the relationship between self-image and gang related behavior.
- 6.5.3 Investigate what stress is and distinguish between the two types.
- 6.5.4 Recognize situations that cause stress (at your age) and ways to relieve stress.

### AVB Aggressors, Victims, Bystanders

- 6.5.5 Recognize that conflict is a normal part of life with consequences that individuals help to determine.
- 6.5.6 Identify certain things we can do to prevent conflicts from escalating into fights.
- 6.5.7 Observe that certain beliefs and attitudes may increase or decrease one's risk for violence.
- 6.5.8 Examine ways to relieve conflict and avoid violence and demonstrate refusal skills.
- 6.5.9 Evaluate the consequences of an individual's actions/responsibilities.
- 6.5.10 Create/role play verbal skills to help mediate conflicts.
- 6.5.11 Investigate how peer pressure influences health choices.
- 6.5.12 Analyze the role/effects of bullying among peers.

# HEALTH GRADE 6

## Managing Personal and Family Health

### *Body Systems*

#### VA SOL

- 6.2 The student will use knowledge of the body's structures and functions to make sound decisions related to personal health.
- 6.2.b The interconnection of the body systems.

#### VBO

- 6.6 Examine the form and functions of the body systems (skeletal, muscular, nervous, respiratory, circulatory, endocrine, digestive and excretory systems). **(SOL 6.2,b)**
- 6.6.1 Recognize habits of daily care that maintain healthy body systems.
- 6.6.2 Describe function of body cells, tissues and organs.

### *Safety*

#### VA SOL

- 6.4.d Identification and avoidance of risk-taking behaviors.
- 6.5 The student will demonstrate injury prevention and management skills to promote personal and family health.
- 6.5.a Safety habits in vehicles and public areas;
- 6.5.b First-aid and safety practices;
- 6.5.c Strategies to prevent accidents and injuries;
- 6.5.d The need for and use of protective gear;

#### VBO

- 6.7 Evaluate the causes of and the prevention techniques for accidents. **(SOL 6.4.d, 6.5,a,b,c,d)**
- 6.7.1 Explain strategies to avoid accidents and identify behaviors that may cause accidents.
- 6.7.2 Interpret various situations and factors which place a person at risk.
- 6.7.3 Identify safety in vehicles, at the park/playground, on public roadways, school and the community.
- 6.7.4 Discuss the importance of wearing proper protective gear.
- 6.7.5 Describe safety procedures intended for basic first aid, severe weather and disasters, electrical appliances and power tools, water safety practices, fire safety.

## Community Health and Wellness

#### VASOL

- 6.6.b Analysis of the reliability of health information;
- 6.6.c Recognition of the persuasive tactics used by various types of media;
- 6.7 Evaluate the benefits of becoming a positive role model within the family and the community.
- 6.7.a Involvement in community and family projects;
- 6.7.b Increased participation as a leader;
- 6.7.e Respect for rules and regulations.

#### VBO

- 6.8 Discover various health-related resources that may aid with improving personal and family health. **(SOL 6.6.b,c, 6.7,a,b,e)**
- 6.8.1 Describe common identity, volunteerism, leadership and reasons community health is important to personal health.
- 6.8.2 Select community and family projects that may improve health and wellness.
- 6.8.3 Identify and develop a work plan for a project that will contribute to his/her family, school or community.
- 6.8.4 Explain why there are rules and regulations.
- 6.8.5 Recognize persuasive tactics used to influence health consumers.



# VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

## Mission Statement

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Dr. James G. Merrill, Superintendent

## DEPARTMENT OF CURRICULUM AND INSTRUCTION

2512 George Mason Drive • P. O. Box 6038 • Virginia Beach, Virginia 23456-0038

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Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038.

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